

The Space That Lies Between

*Using the phone as a teaching tool—
Teaching students to think beyond the hand and machine—to
the space that lies in between—or to the tool that has not yet
been discovered.*

Heather Snyder Quinn, DePaul University

Luke Dorman, Santa Fe University of Art and Design

Who we are

- Heather Snyder Quinn
 - Graphic Design and UX Professor (art school and computing schools)
 - Teaches foundations and upper level classes
 - Freelance designer
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- Luke Dorman
 - Freelance designer and design educator
 - Teaches foundations and upper level classes
 - Maintains independent studio practice

Our Goal:

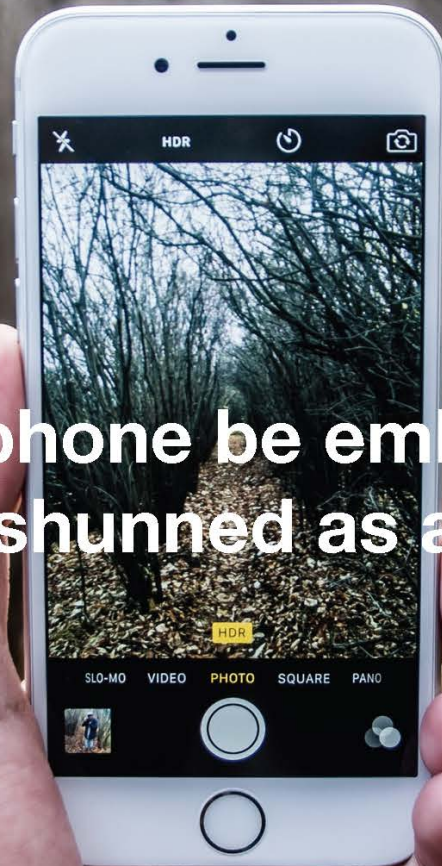
Teaching students how to be
adaptive and curious makers

**Dear Students,
I know when you're
texting in class.**

**Seriously, no one just looks down
at their crotch and smiles.**

Sincerely, Your Teacher.

**Can the smart phone be embraced as a tool
and not just shunned as a distraction?**







Kazuo Shiraga



Janine Antoni

A Process of Discovery

In the same way a drawing teacher encourages mark making with a branch or one's feet, we can alter the expectations of smartphone as medium and use it's features in unintended ways that harness its power as a creative tool.



**“By testing our
means of making,
we test our own
capacity as
makers, revealing
the unexpected
along the way.”
– Keetra Dean Dixon**

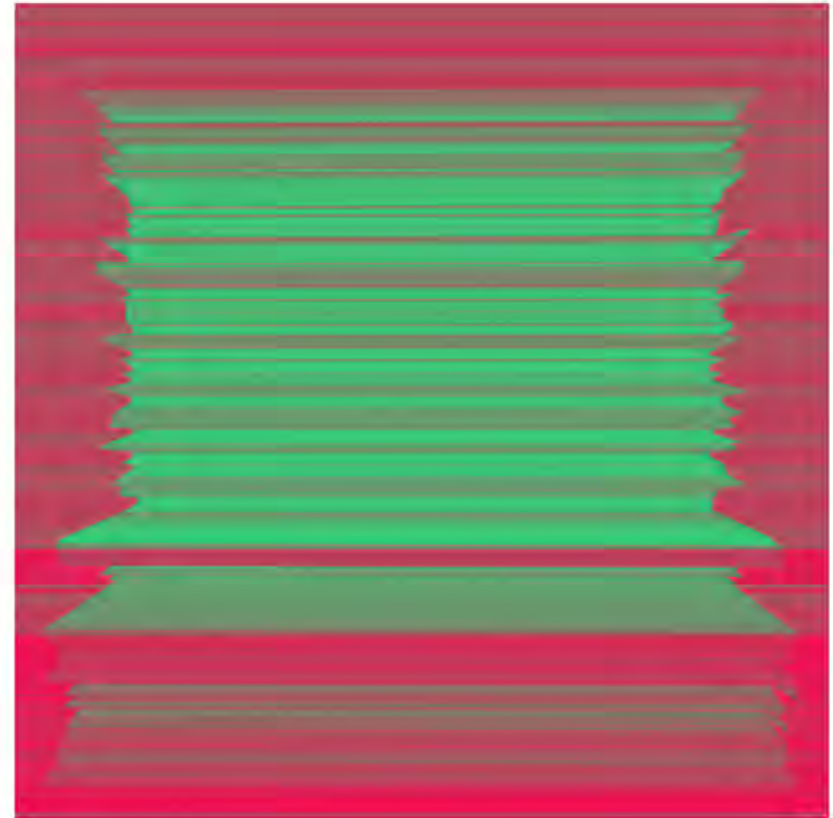


Where can this project be used

- Undergraduate
 - Foundation level 2d classes
 - Intro GD
 - ImageMaking
-
- What's learned can be implemented and built upon in upper level classes as part of more advanced projects and/or combined with other image making tools. For example Book Covers, Record Albums, Branded Systems.

Trial Project

- Using image-making with your phone & typography studies as source material, you will create packaging for a 7 inch record (musician of your choice).
- You'll eventually be integrating text with the phone collages in a manner that evokes the feeling you get from the music itself.
- Over the next three weeks, you'll create design studies, receive feedback, refine and execute a single solution. We will start with creating image source material using a variety of methods with our phone. Then we will do typography studies and lastly we will design the record sleeve.

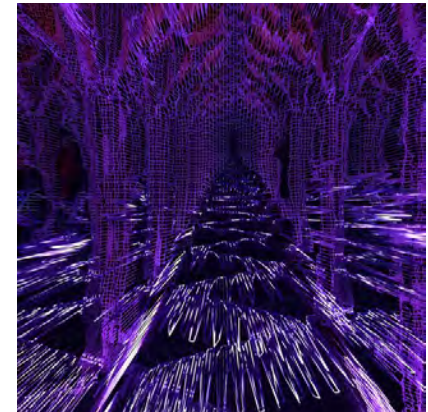


Desired Goals and Learning Outcomes

- Students learn they have an image-making tool at their constant disposal
- Students learn to combine analog methods with a digital tool
- Develop comfort/willingness to pursue the unknown
- Explore nontraditional form making & innovative tool use
- Students learn to try new things with curiosity and no expectations of outcomes, moving quickly past failures and then leaning on skills of intuition and curation to determine when something is “done”

Three Methods

- Additive (external - add something to your camera lens to change perspective and outcomes)
- Internal (within the phone using apps)
- Reductive (constrict your view - focus, examine, crop, photograph through a hole in matte board, etc.)



Method 1: Additive

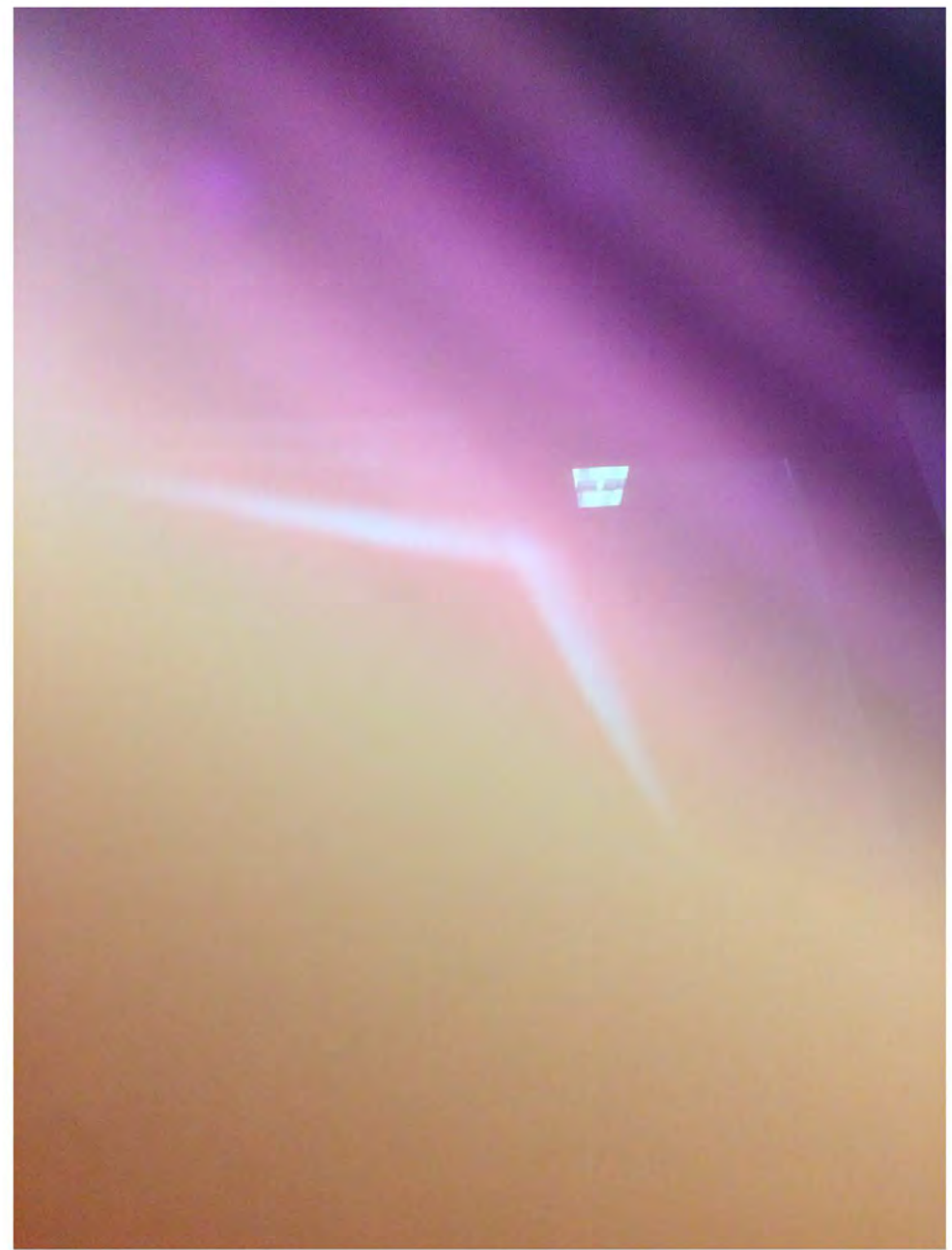
- An exploration of materials
- Foster experimental mindset
- Curiosity builds with successes and failures
- Fosters curiosity about the world around them/ learn to pay attention to environment
- Explore various ways of seeing

Additive Materials

- Bubble wrap
- Saran wrap
- Lotion
- Saliva
- Febreze
- Any liquid in a clear glass
- Gel cling-ons (colored)
- Glass
- Screens
- Lights
- Dryer Sheet
- Clear glitter phone case
- Christmas Lights
- Red Nyquil
- Shea Butter
- Dawn Bubbles
- Microwave (?) window
- Colored vellum
- Prescription glasses, a loop, magnifying glass, binoculars, etc.
- Watercolor
- 3D Glasses
- Sheer fabrics



Photo through striped folder



Finger in front of lens



Water on lens

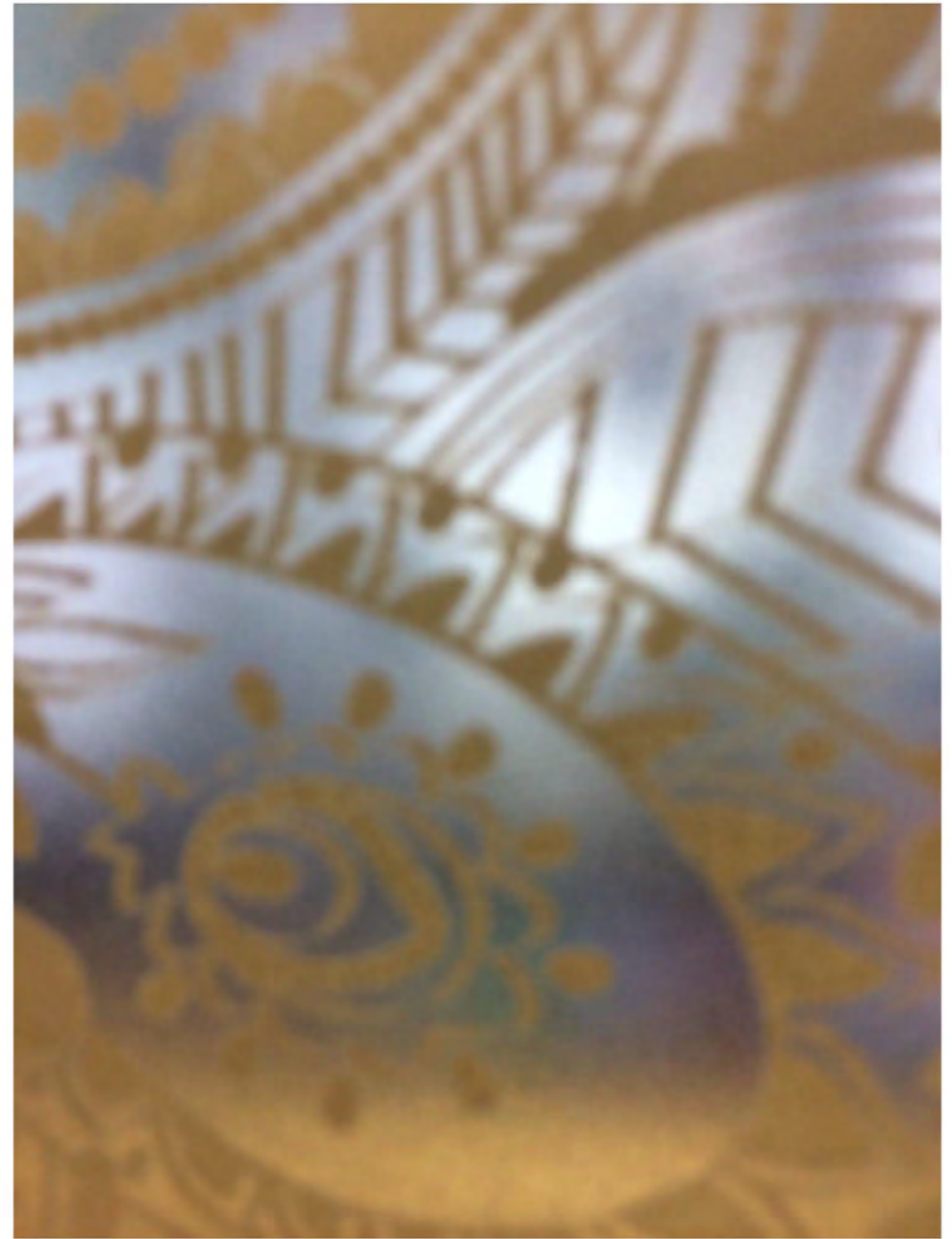
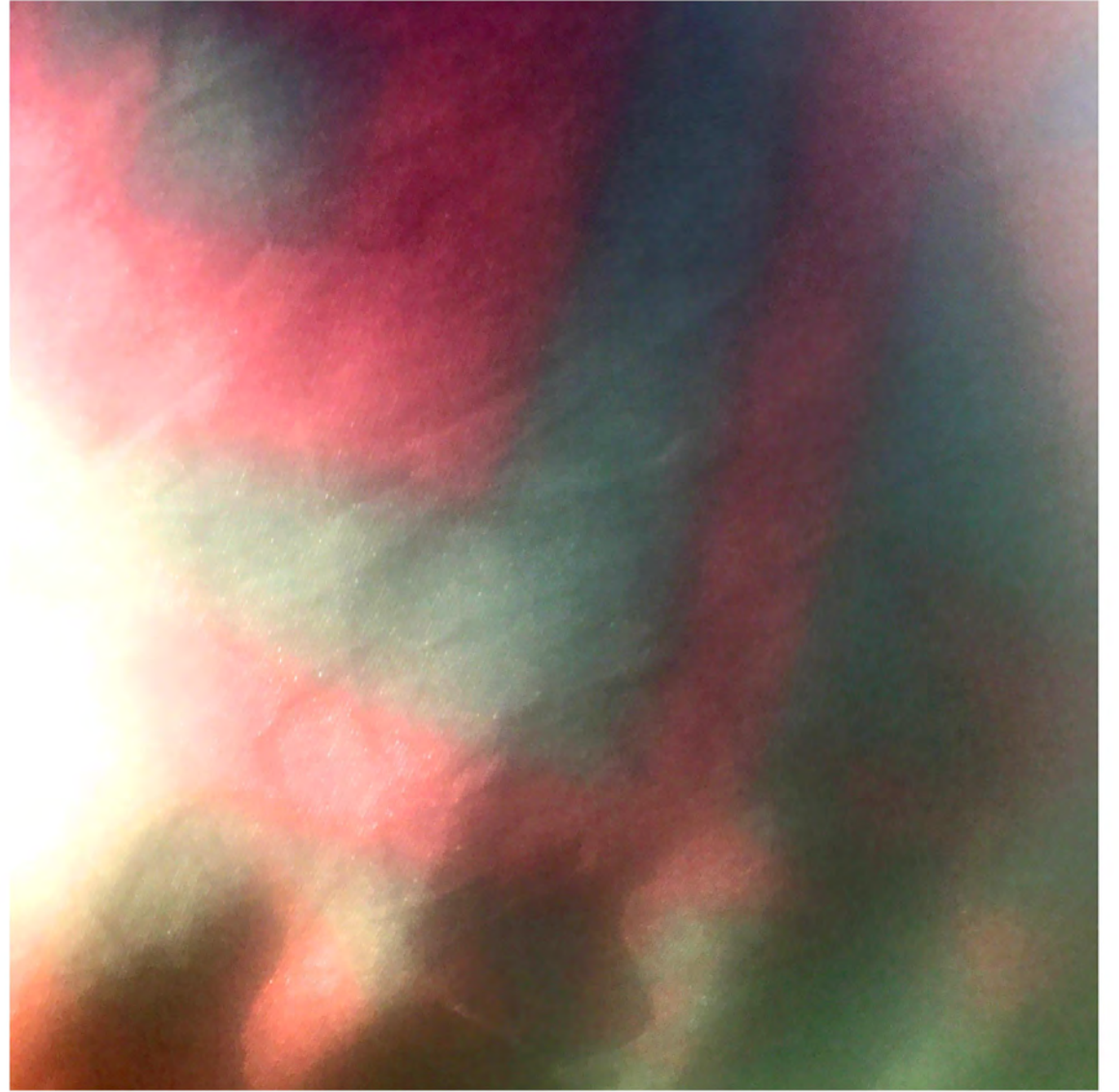


Photo through phone cover





Saran wrap with blue marker



Plastic Bread Bag

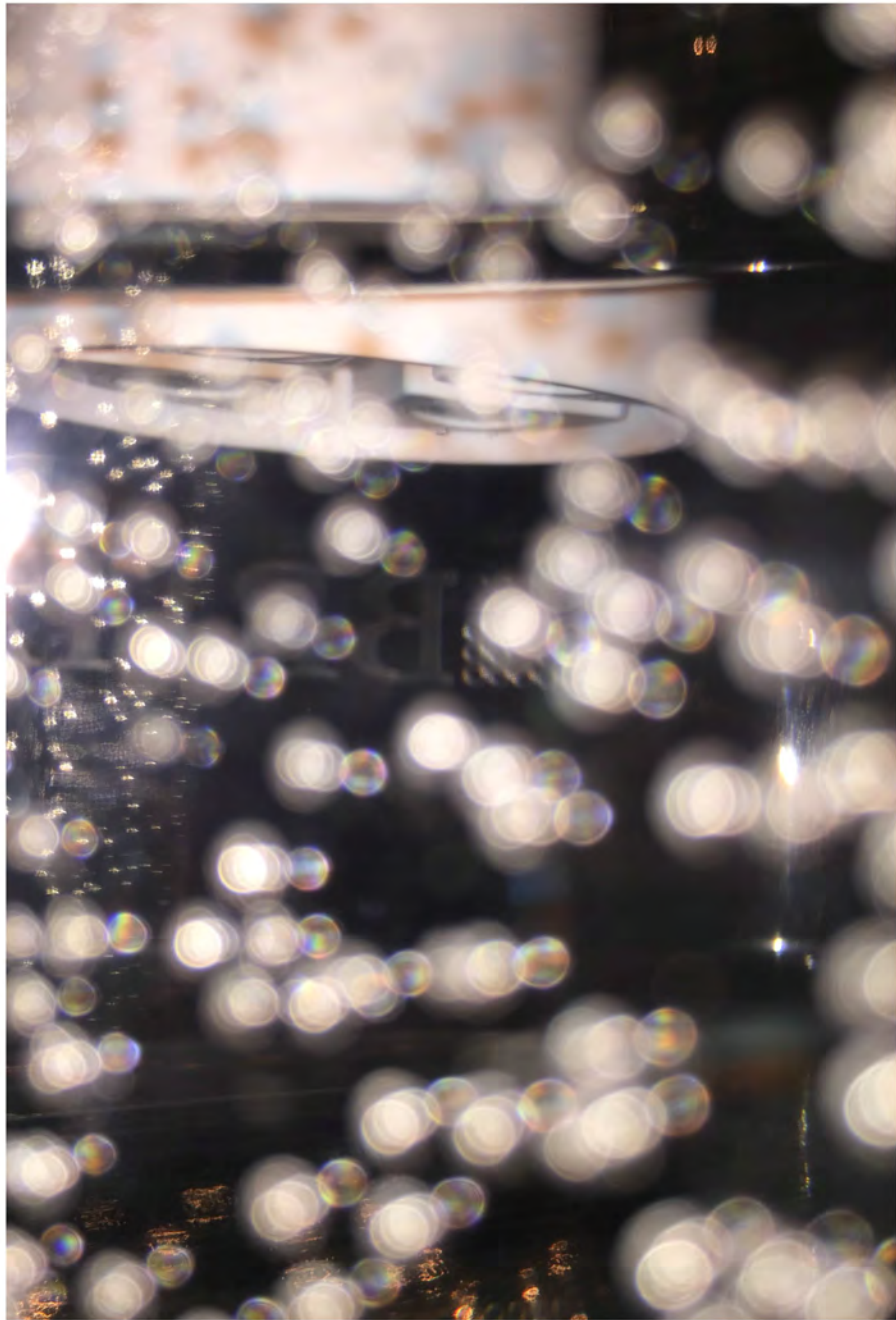
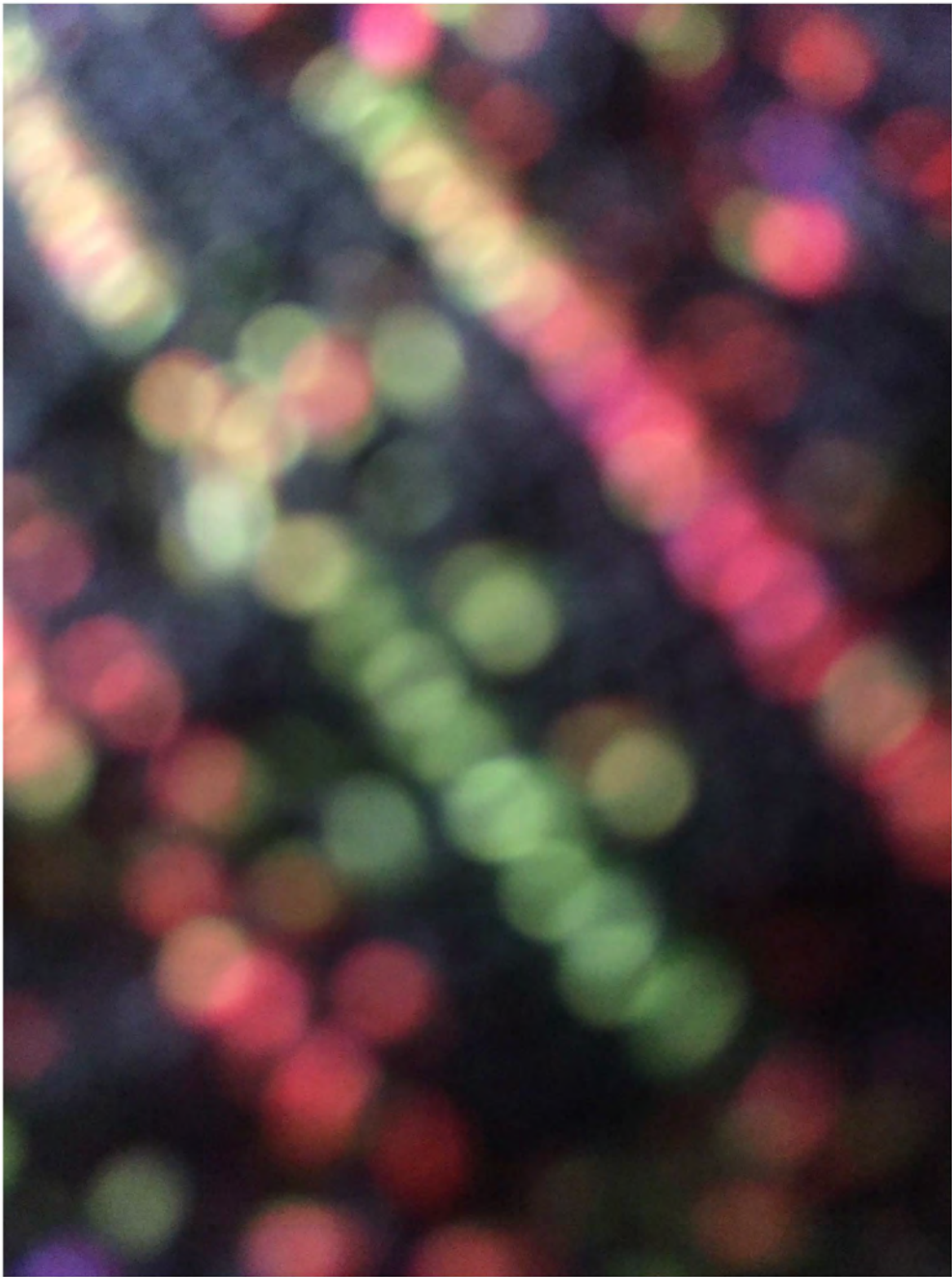


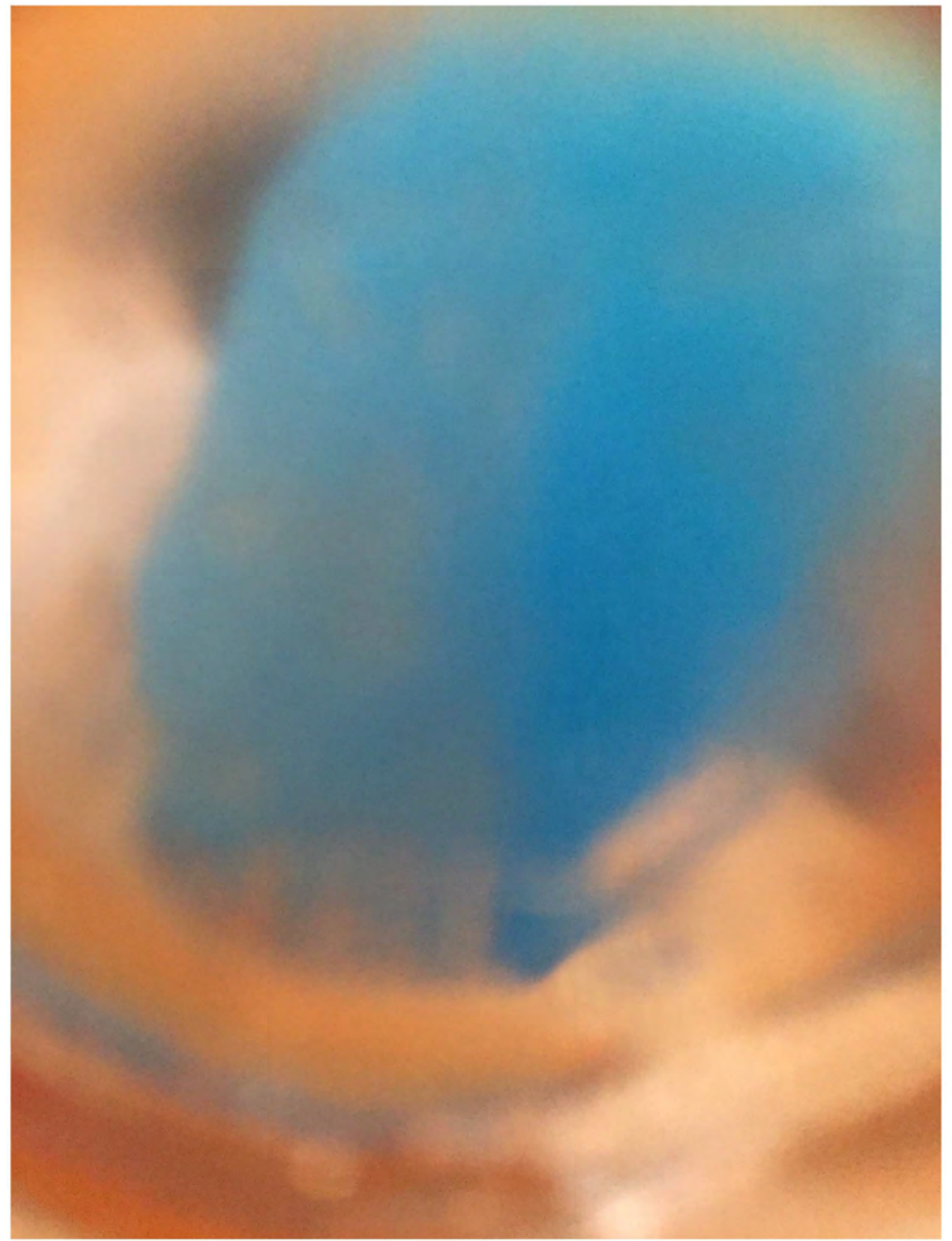
Photo through a cup



Photo through train window



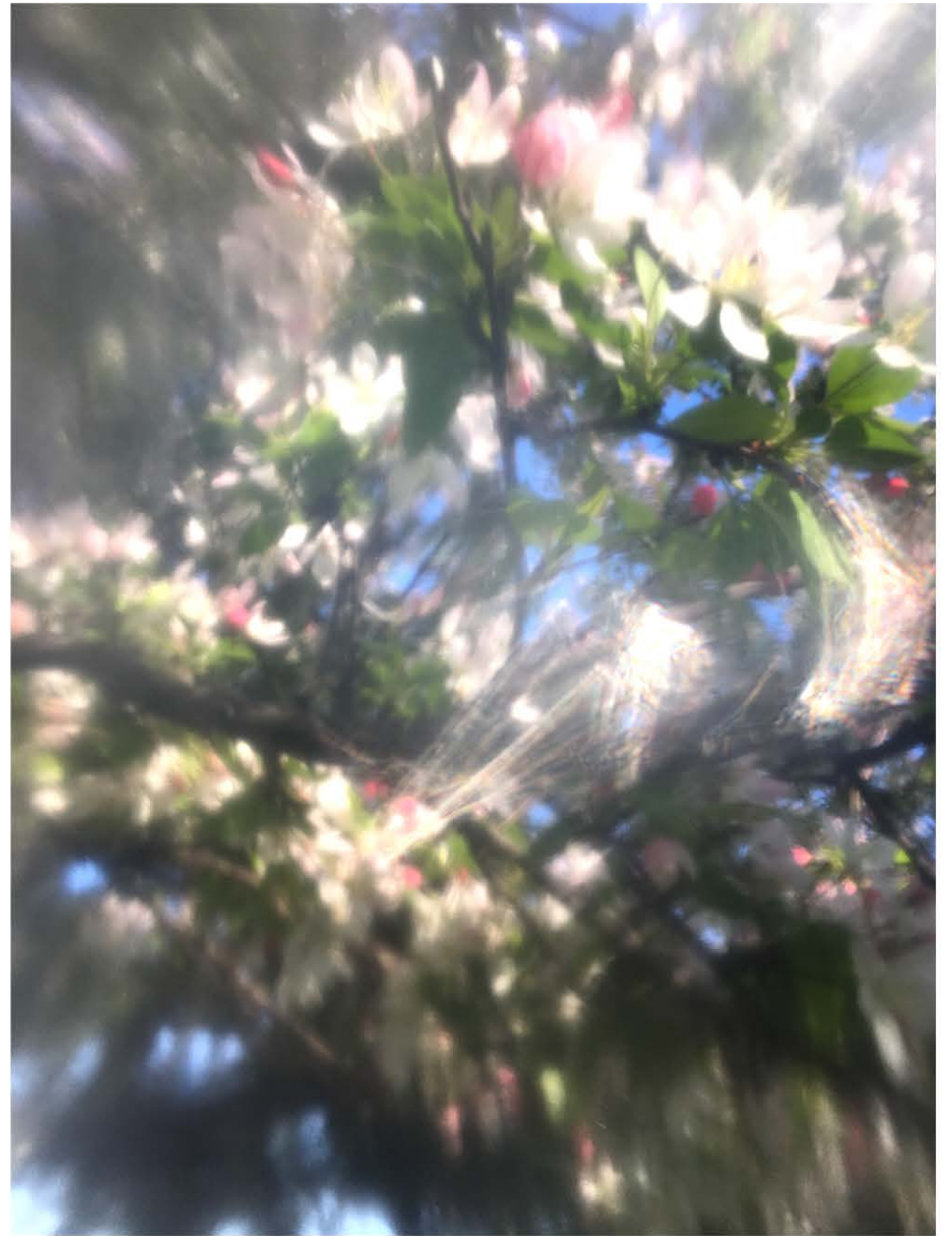
Febreze



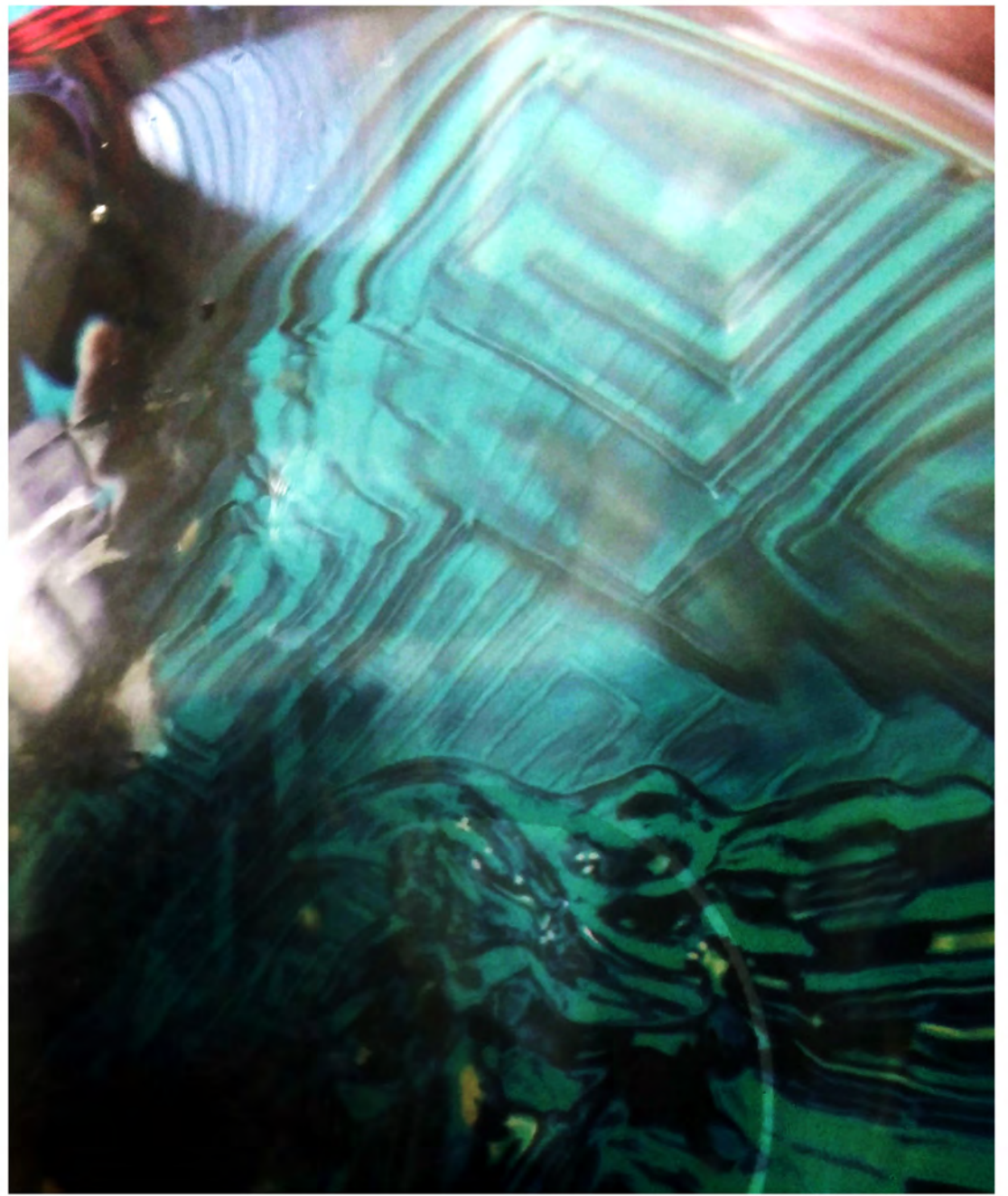
Febreze



Plastic Wrap

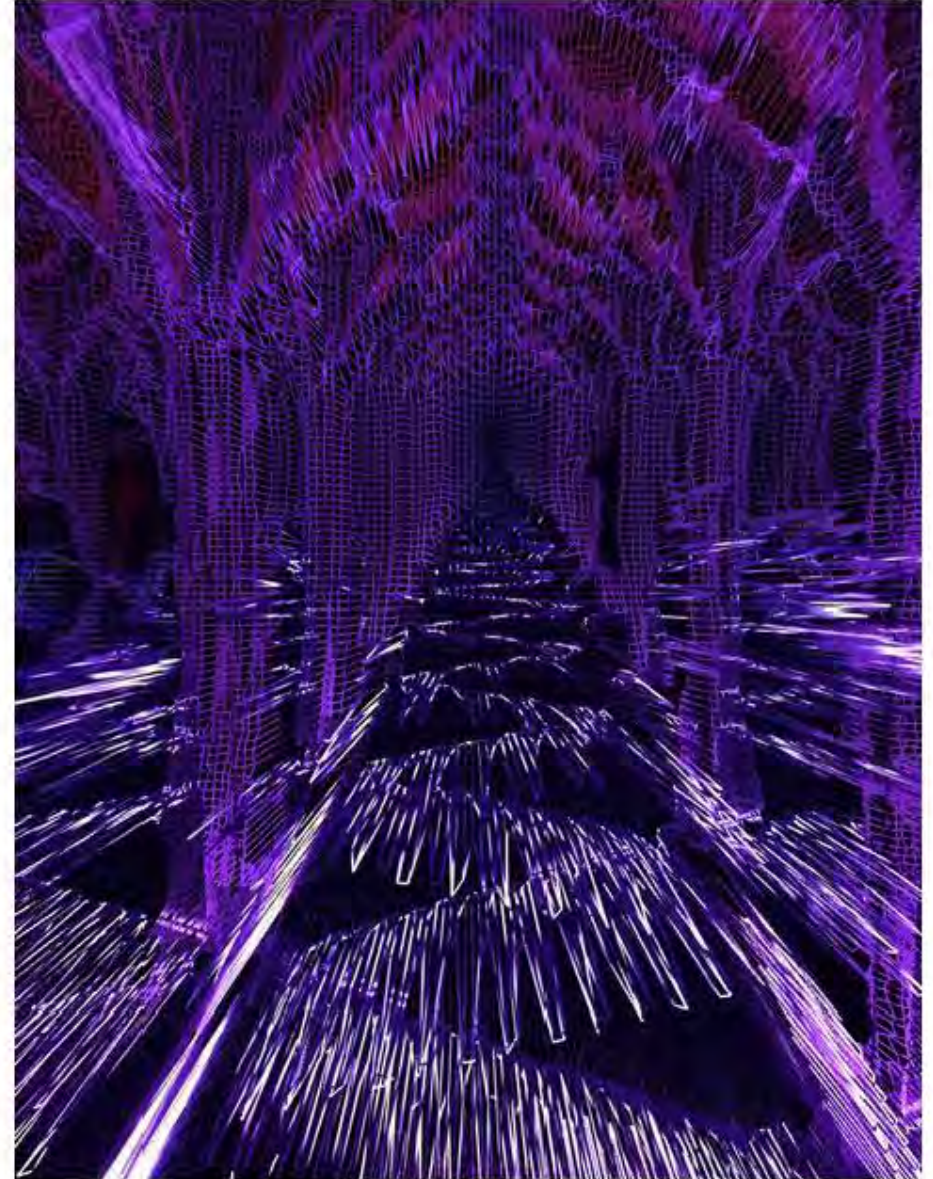


Plastic Wrap



Method 2: Internal

- Explore new technologies with no preconceived notion of outcomes
- Quickly generate new form and color studies – exploratory ideational methodology
- Departs from expectation of a proper work methods - students can create from any location



Suggested App/Material List

Graphic Apps:

- Timetracks
- Matter
- Tiny Planets
- Circular
- Lory Stripes
- Shift
- Union
- Glitch Art
- 3D Effect
- Tangent
- Fragment
- Glitché
- Glitch
- Wave
- Webp
- Camera Glitch
- Trippy
- Defqt
- Luminancer
- Ultrapop
- SLMMSK
- 8 bit photo lab
- Mix
- Photo Layer
- Artisto
- Bit poem
- Photo lab
- Bazzart
- Darkr
- Mirrorly
- Whitagram
- Snapseed
- Pixel is Data

Suggested App/Material List

Non Graphic Apps:

- Lie Detector
- Heart Rate
- Cloak
- Uber
- Calculator
- Map my run
- Qrbot (bar code apps)
- Steps tracker
- Sleep Tracker (other graph/data apps)
- Voice Recorder
- Dictation
- Codes
- Google Street View
- GoogleEarth
- Augmented Reality Camera (Pokemon)
- SnapChat
- Google Translate
- MorseCode (with or without flashlight)
- AntiTagging
- Album Audio (Sound Waves)
- Text Messaging
- Voice Memo

Other:

- Screenshots (i.e. of mobile sites loading when there are only colored boxes)
- Messing with settings – increasing brightness, accessibility and other settings (play, experimentation)
- Alarm/Clock
- Flashlight

Banned apps and other suggestions

Try to avoid apps that just make another version of a photo—for example Prism, Instagram or VSCO cam. We are looking to gather abstract imagery, not simply filter a photo.

Banned Apps:

- Prism
- VSCO Cam
- Instagram
- Any photo filtering app - this is not about using presets

Considerations:

- Anything in your phone is game
- Search for abstraction. Create and find ways to make images that are not traditional
- You will be taking these images and collaging and layering them. Right now you are just collecting raw material.



Glitché



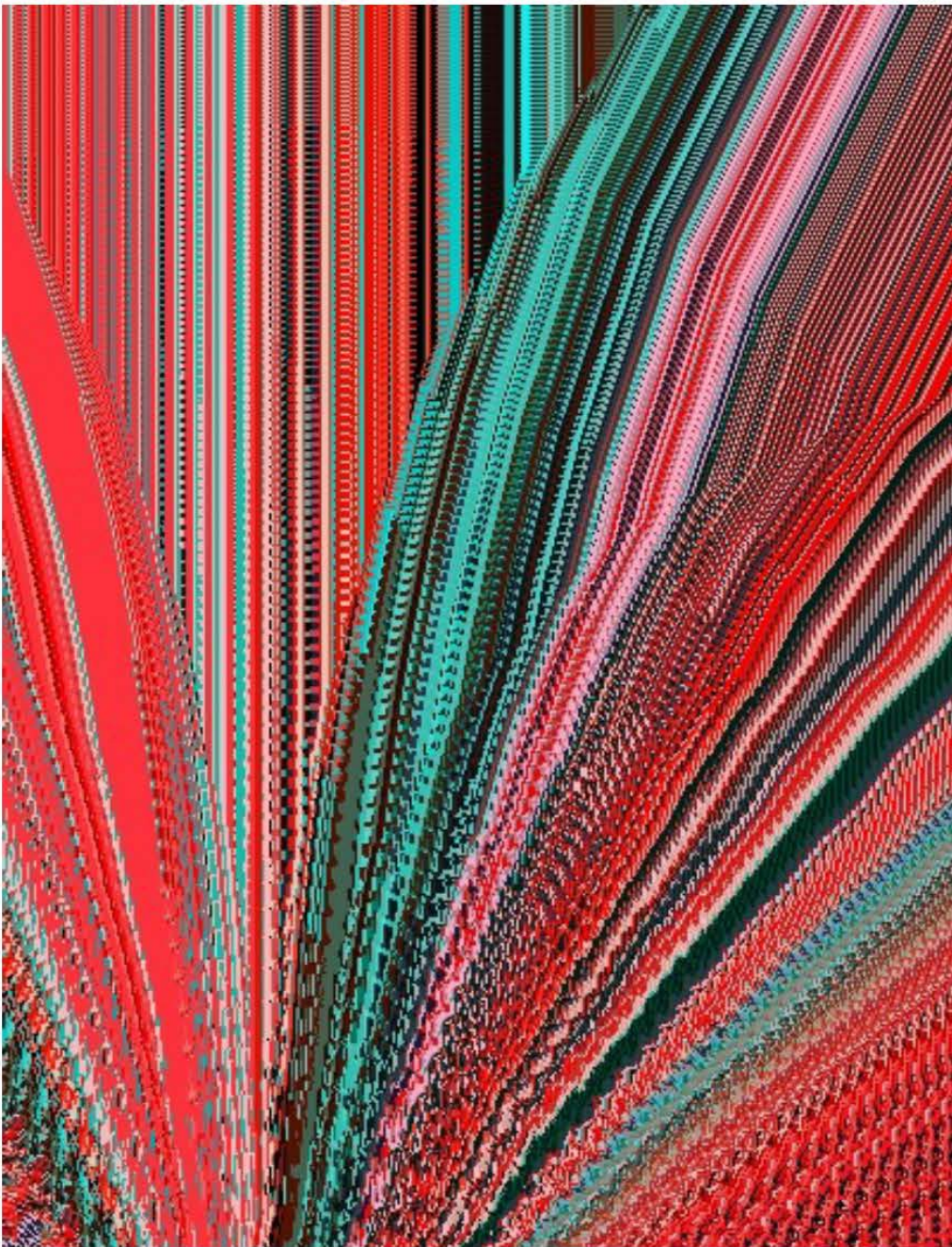
Glitché



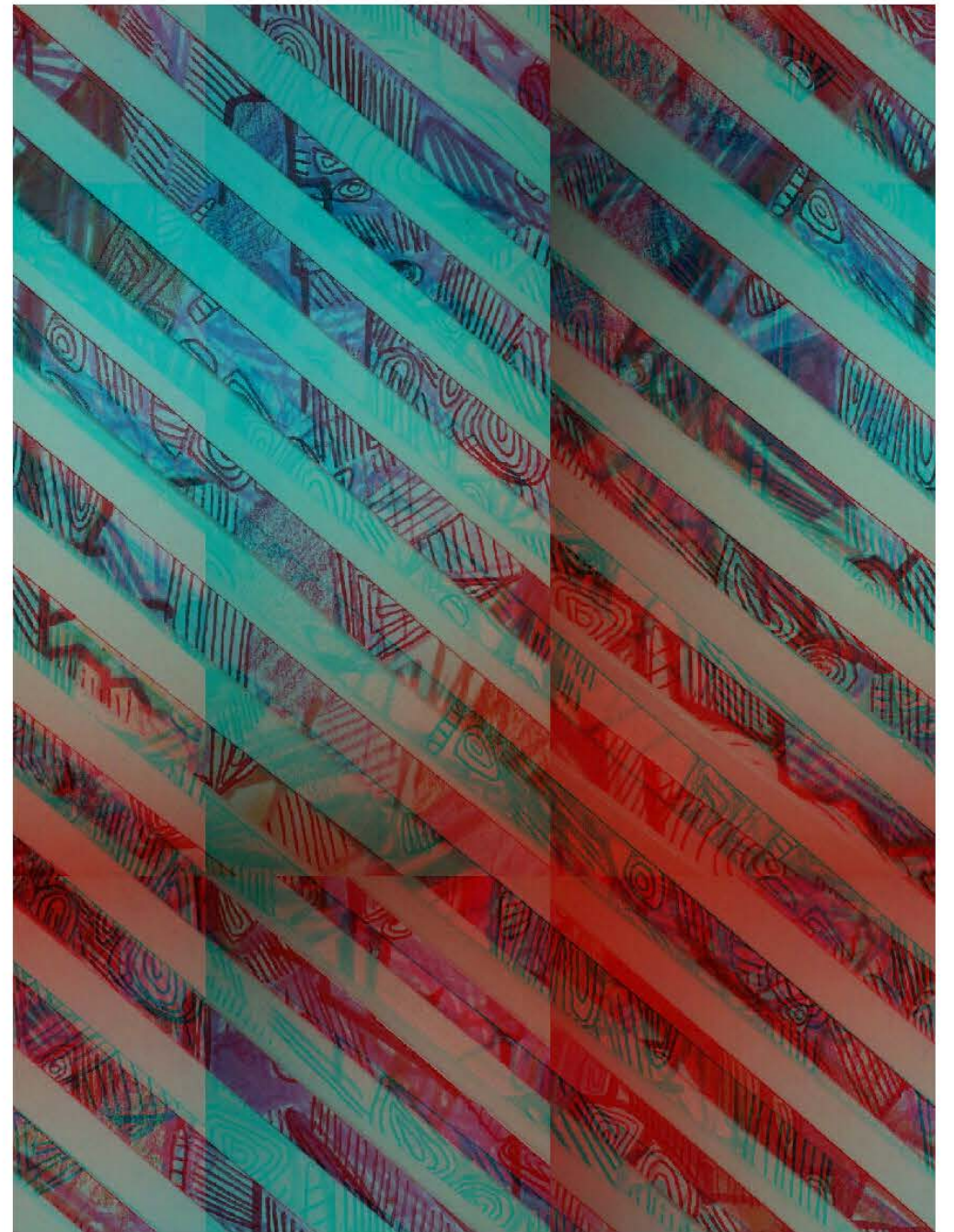
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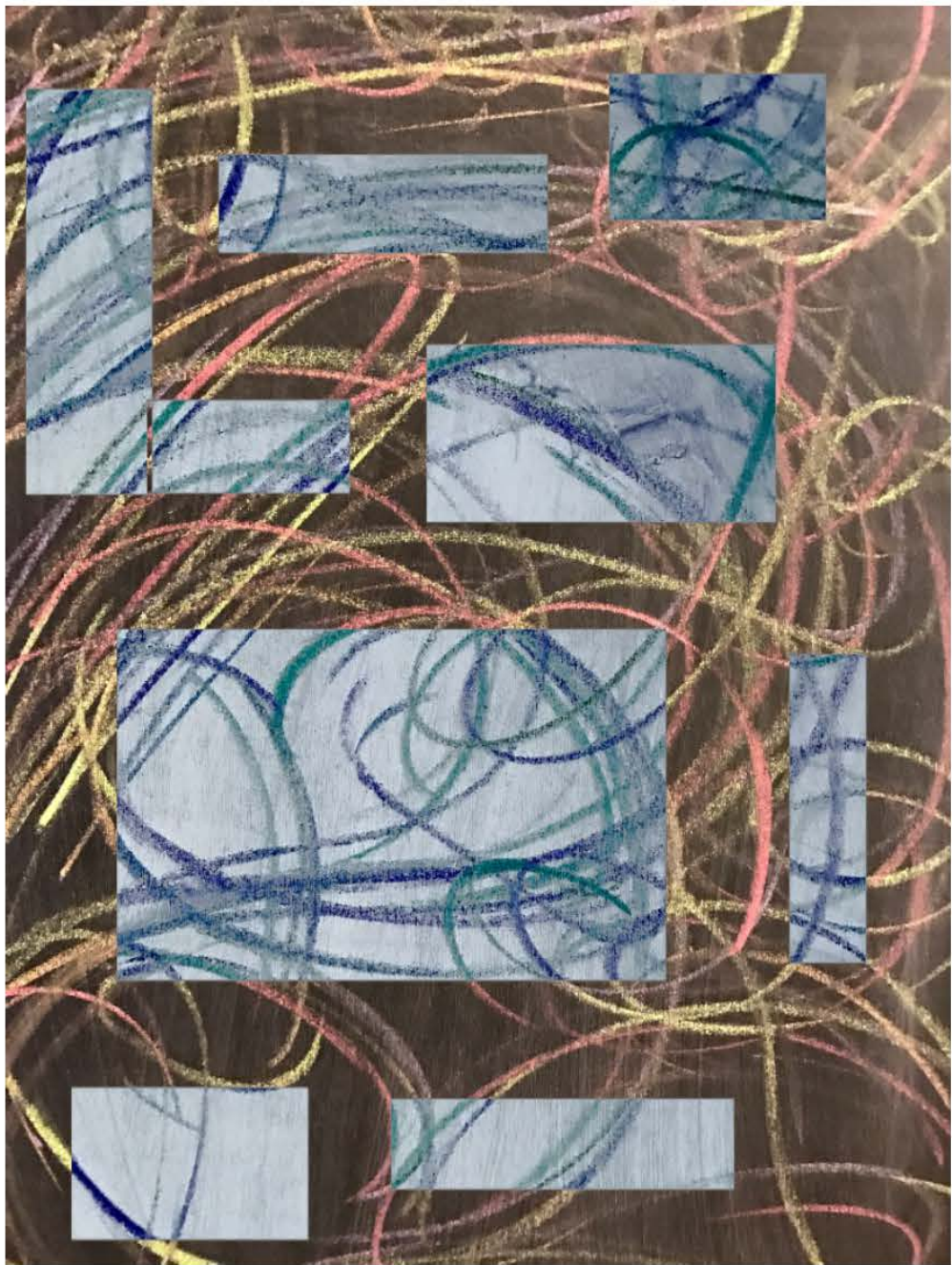
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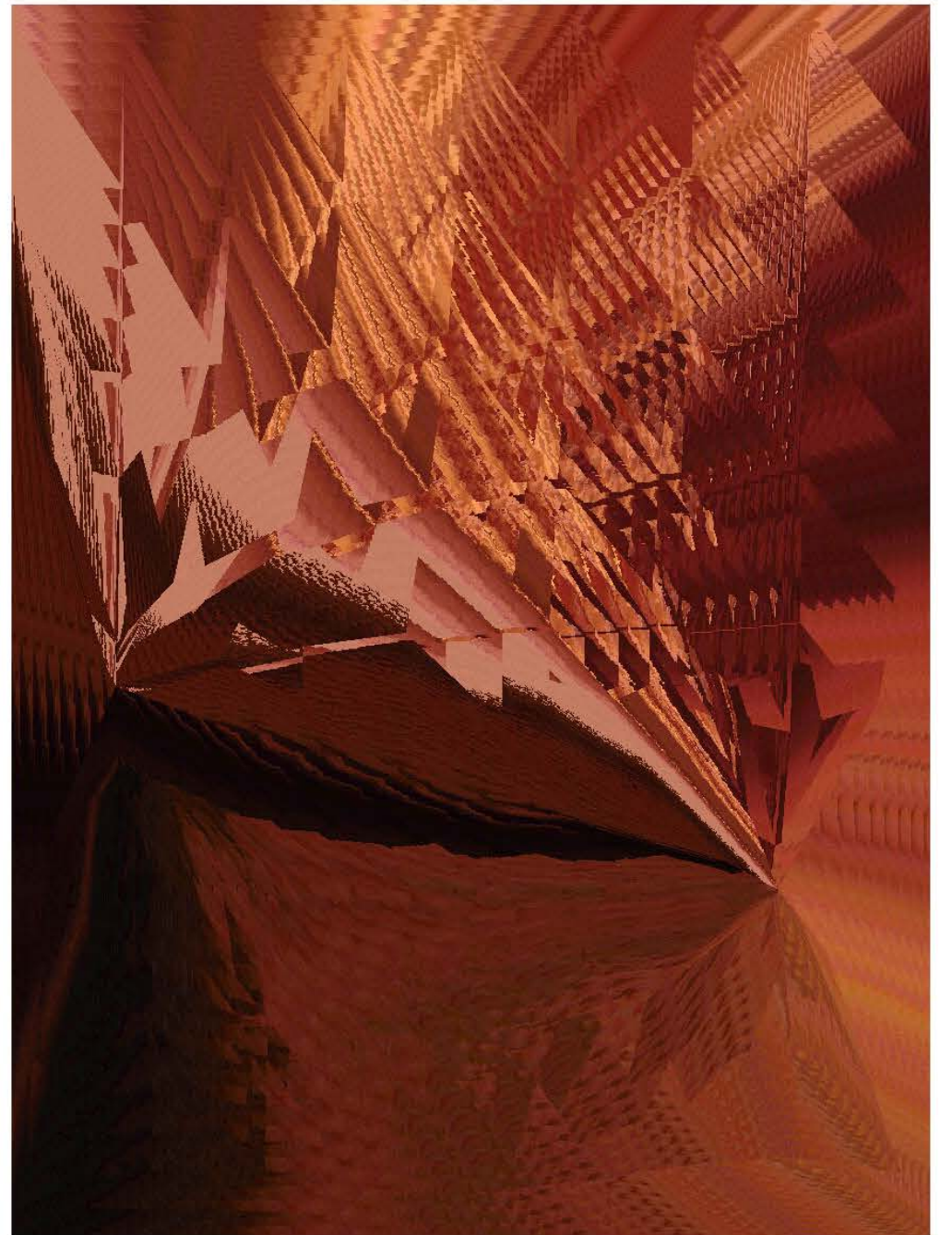
Glitché



Glitché



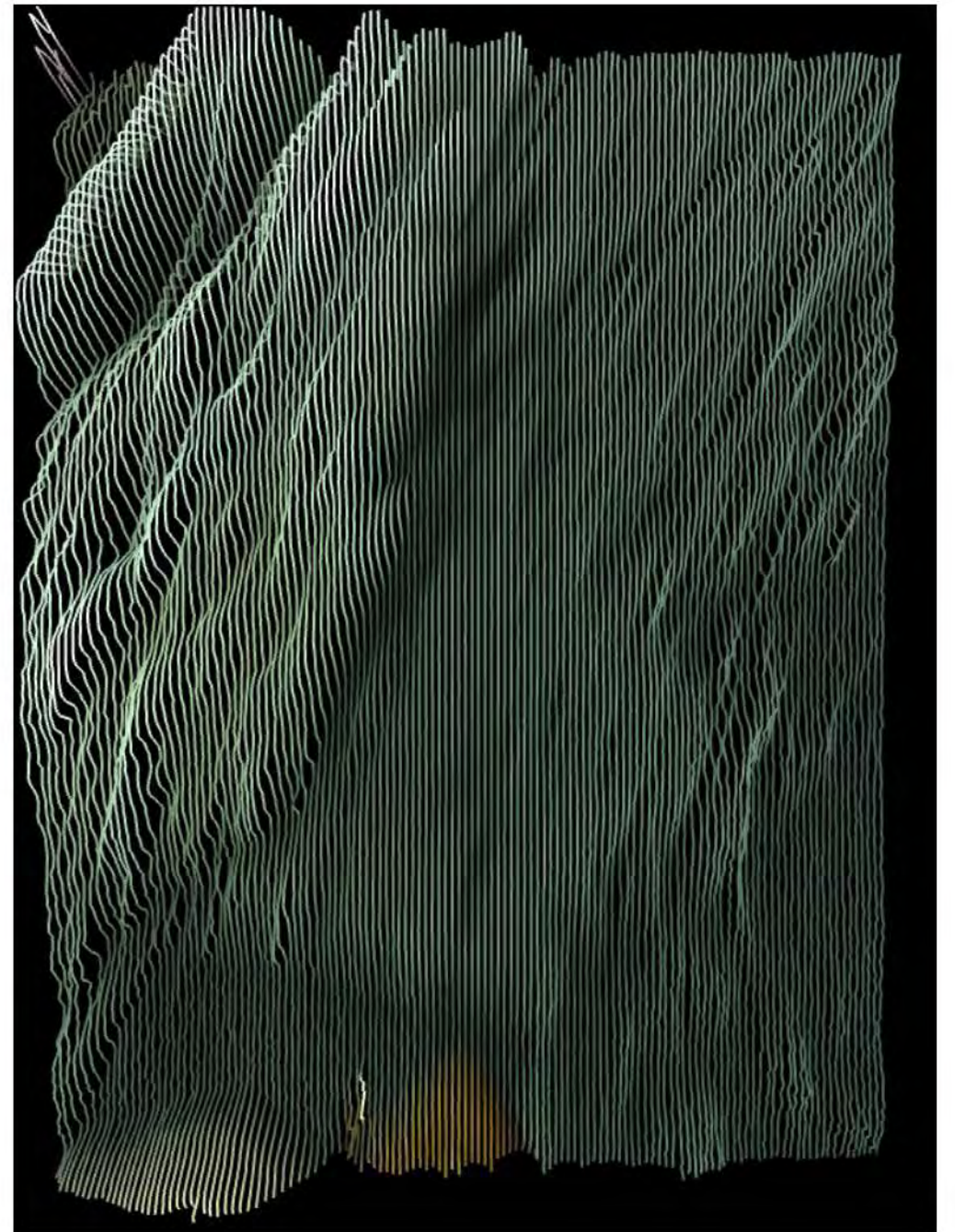
Glitché



Glitché



Fragment



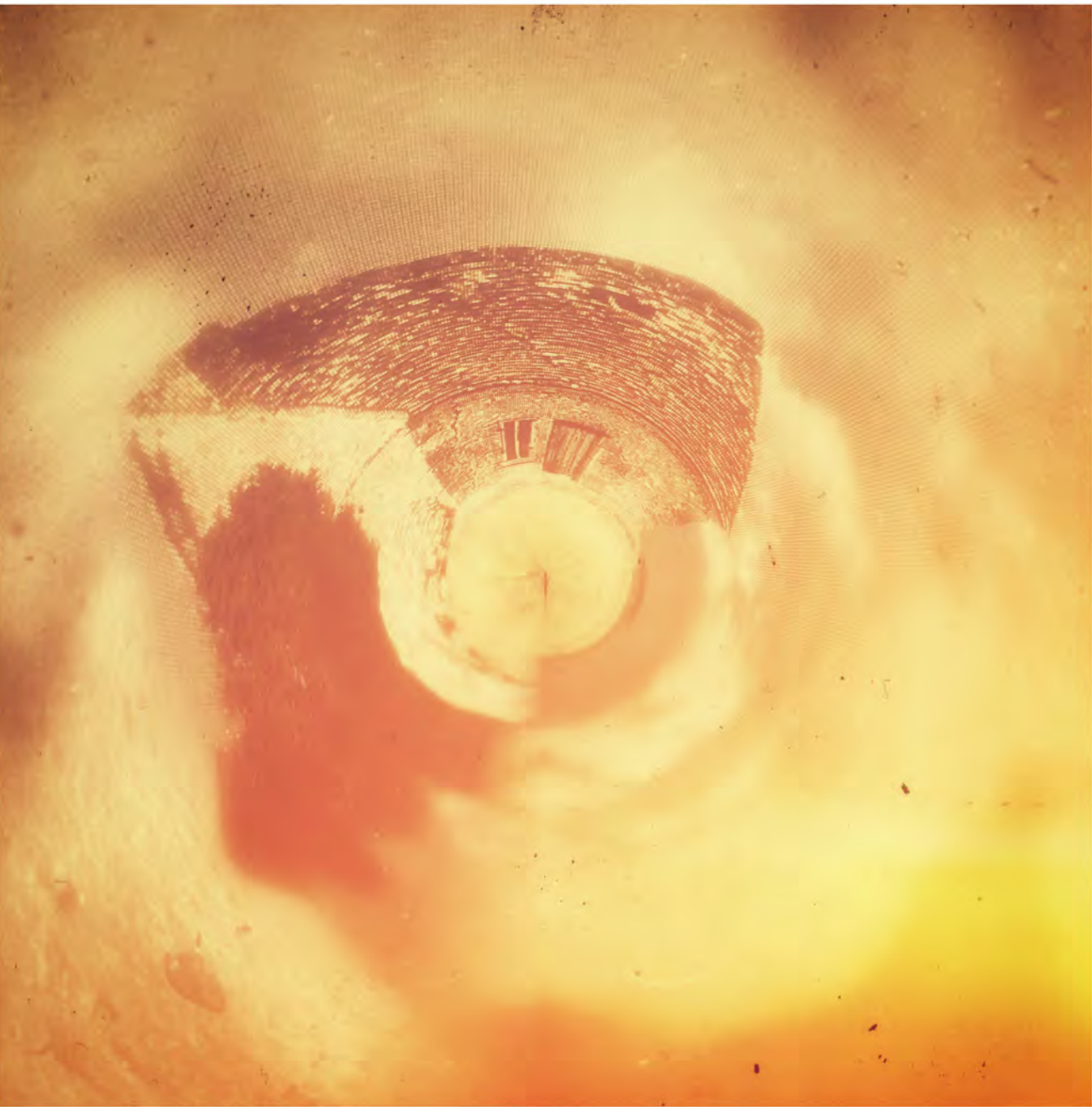
Glitché



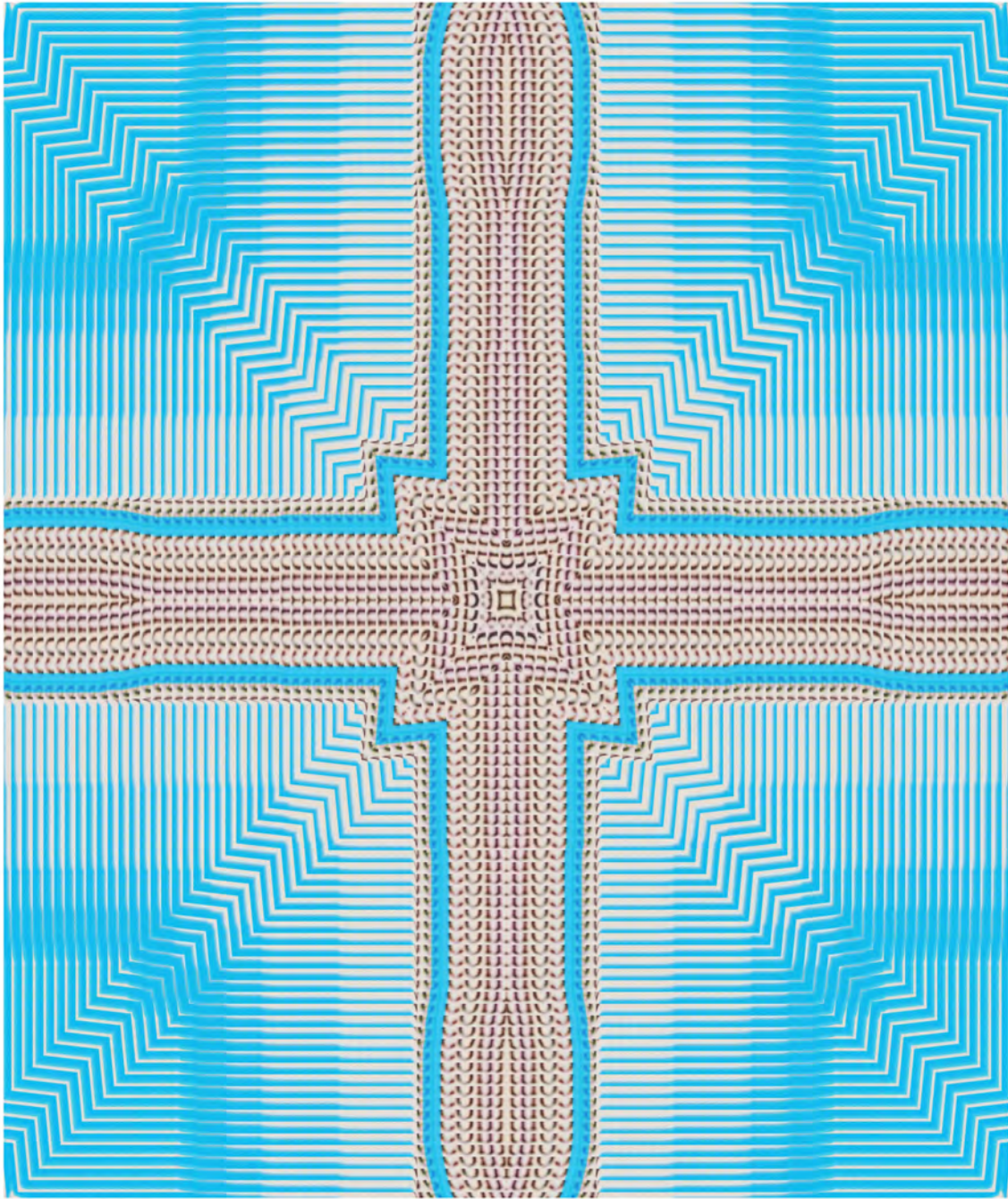
Glitché



Trend Generator and Matter



Hipstamatic, Tiny Planets, Snapseed



Google Translate, Snapseed, Glitché

Method 3: Reductive

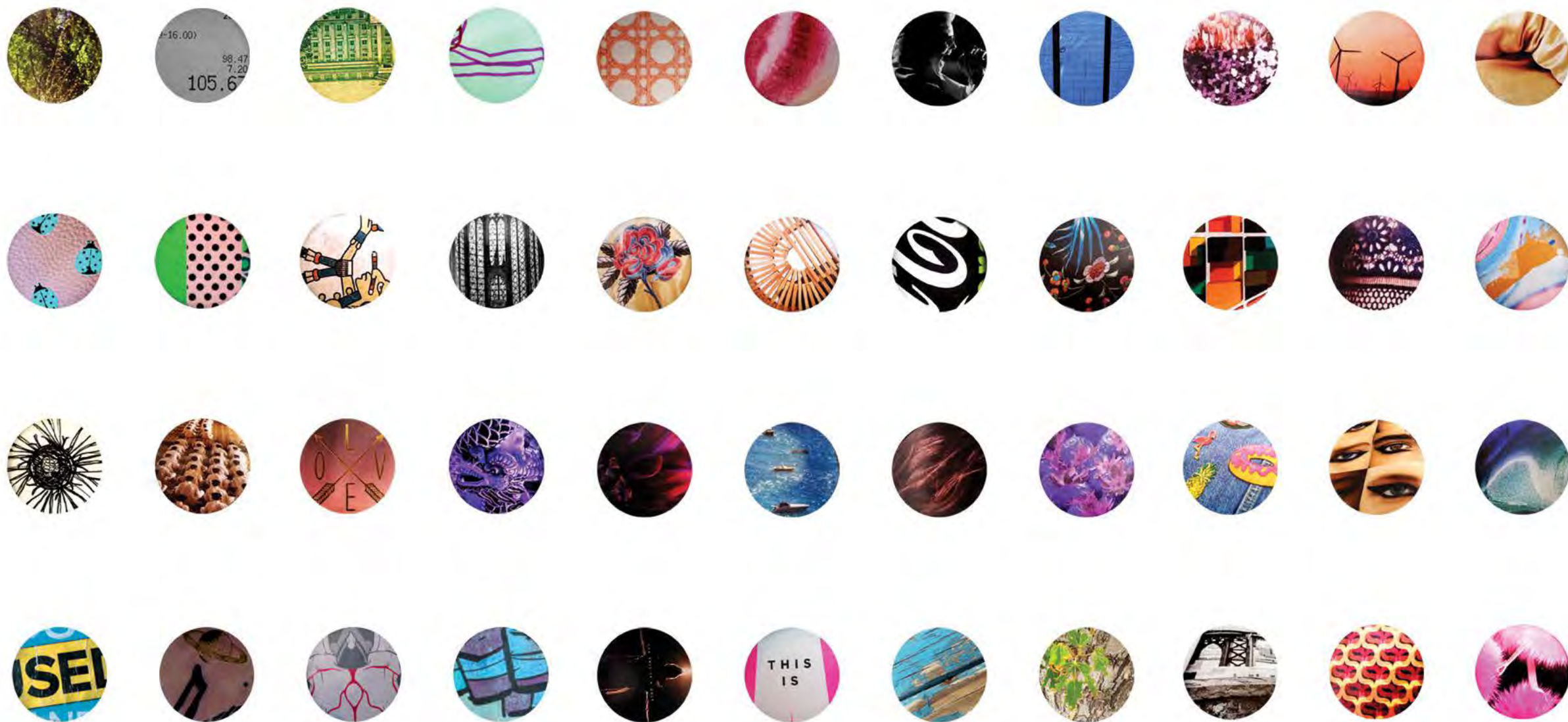
- Experience how reducing your view (cropping) can alter narrative experience and create compelling compositions
- Helps take things out of context, enhancing quick-looking and decision making skills
- Helps students begin to explore their surroundings as form instead of focusing on content

Materials:

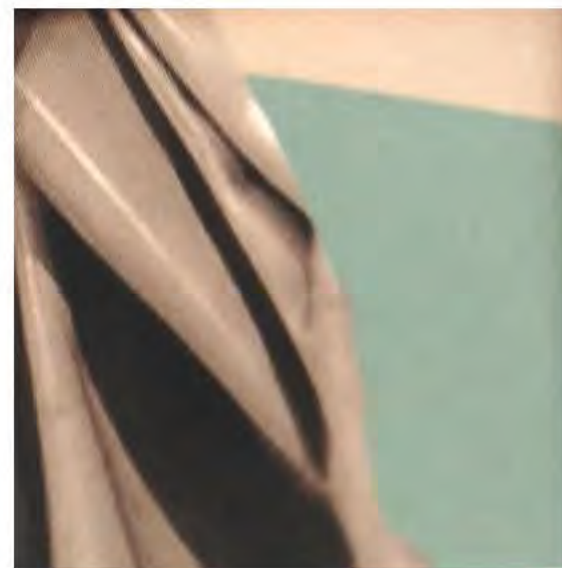
- Through hole punch in paper
- Through window (cut out of matte board)
- Through toilet paper/paper towel/wrapping paper tube. Longer tube-more abstract the images are

Apps:

- Timetracks (slit-scanner app)
- Shrub (app)



Photos taken through 1 inch hole cut in matte board, cleaned up in Photoshop



Photos through matte board



Photo through pinhole in post it note

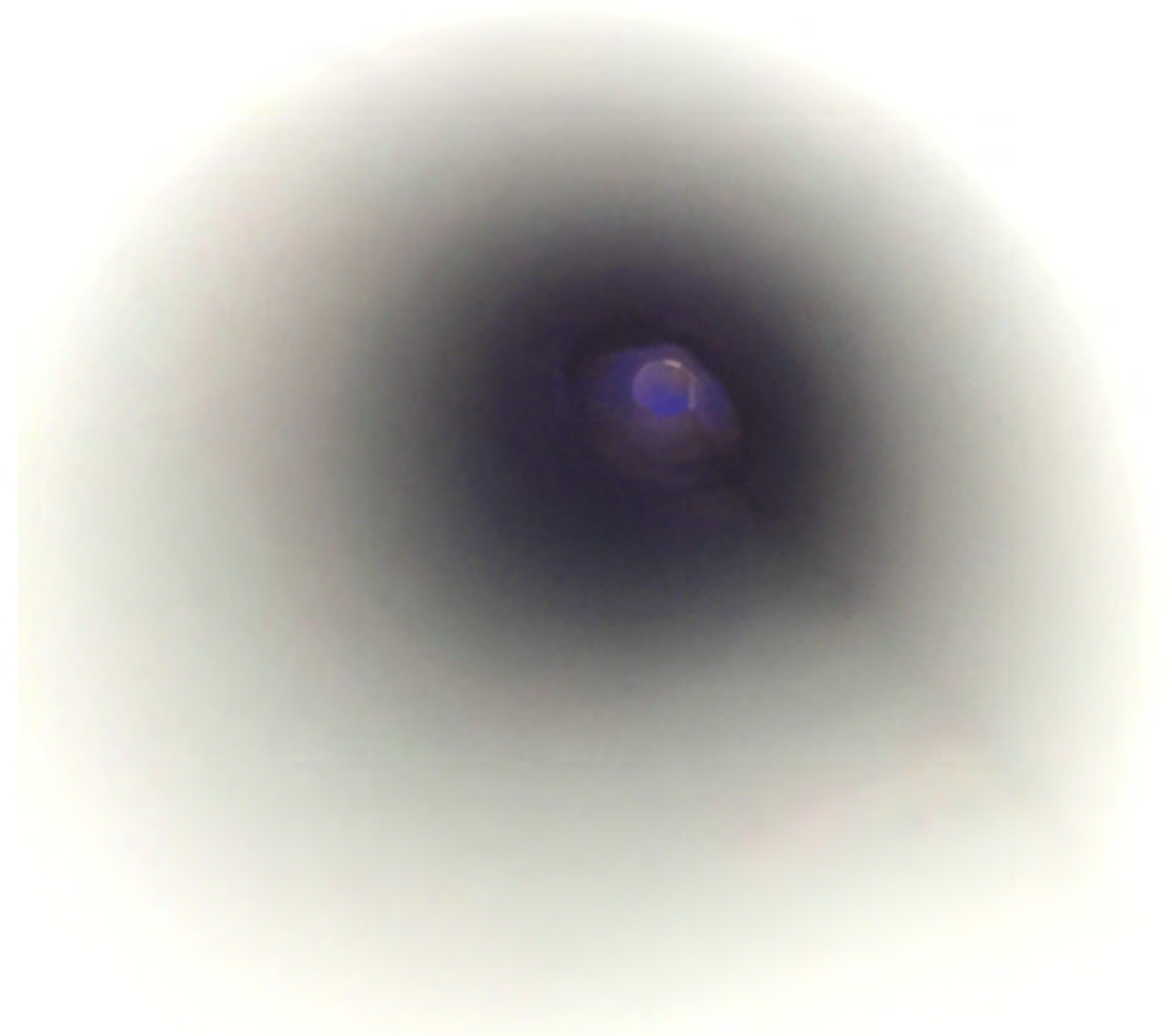


Photo through wrapping paper tube

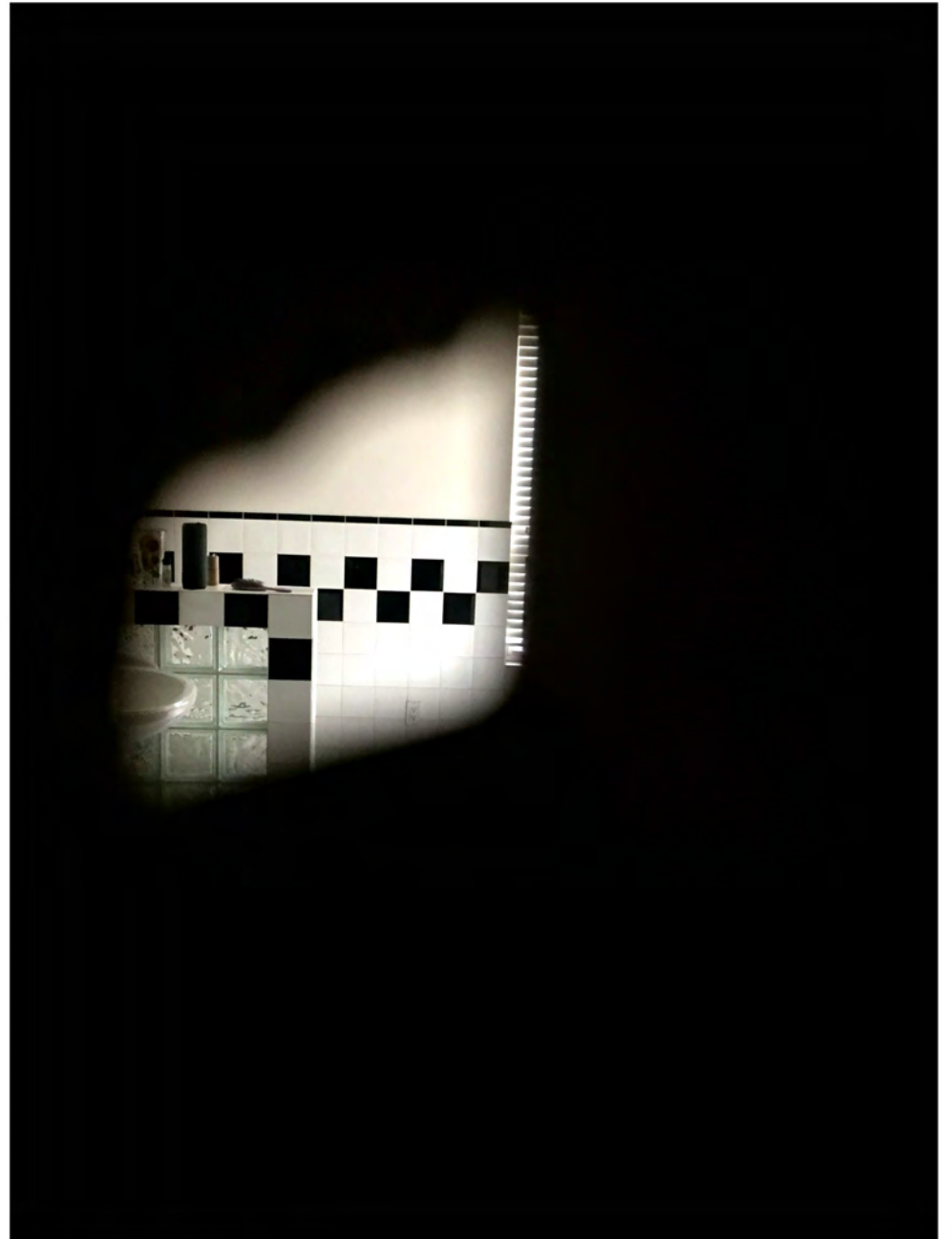


Photo through tear in paper

Combined Techniques

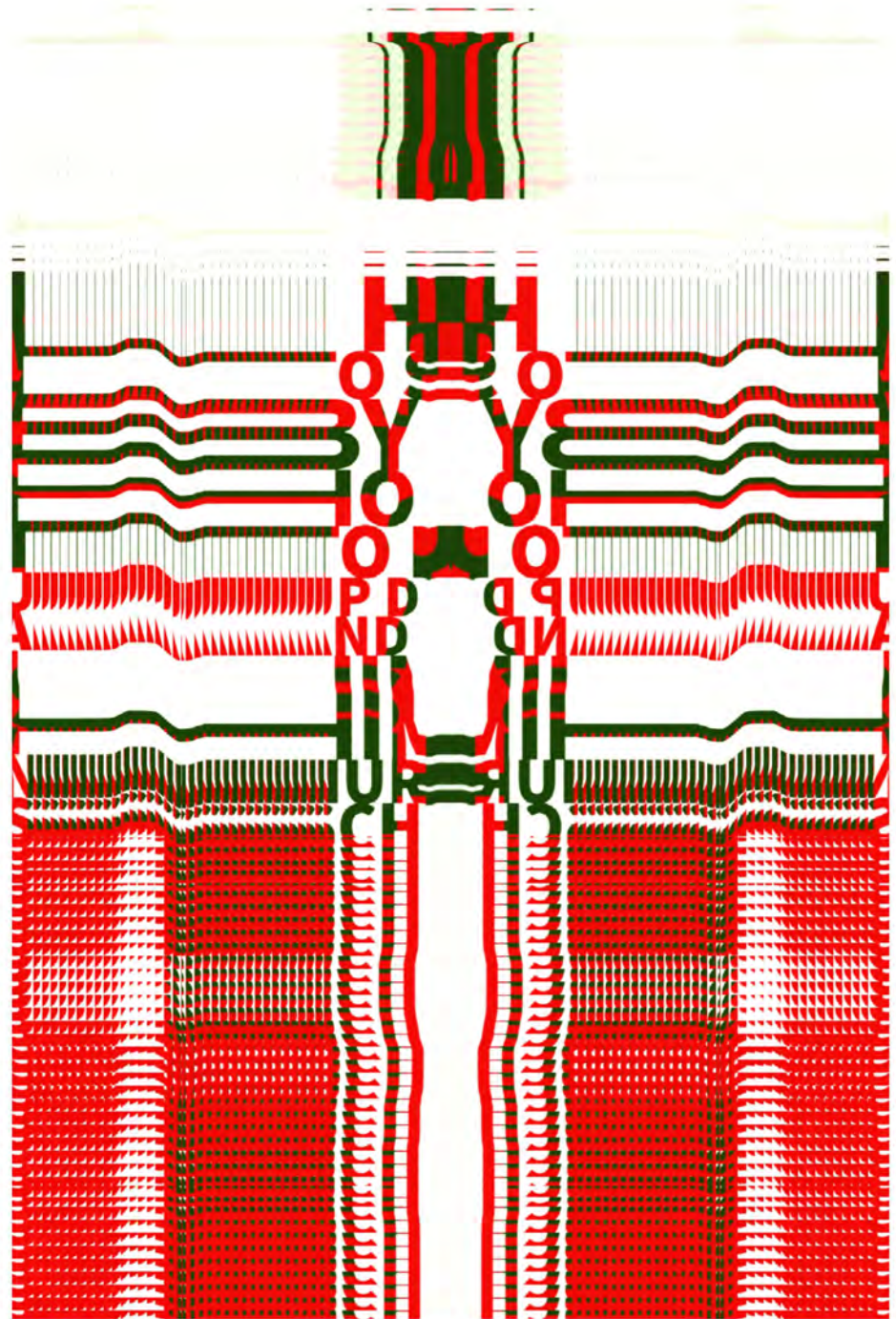
Obviously students can combine the three methods after a certain comfort point. For example, bringing reductive images into multiple internal apps, etc.

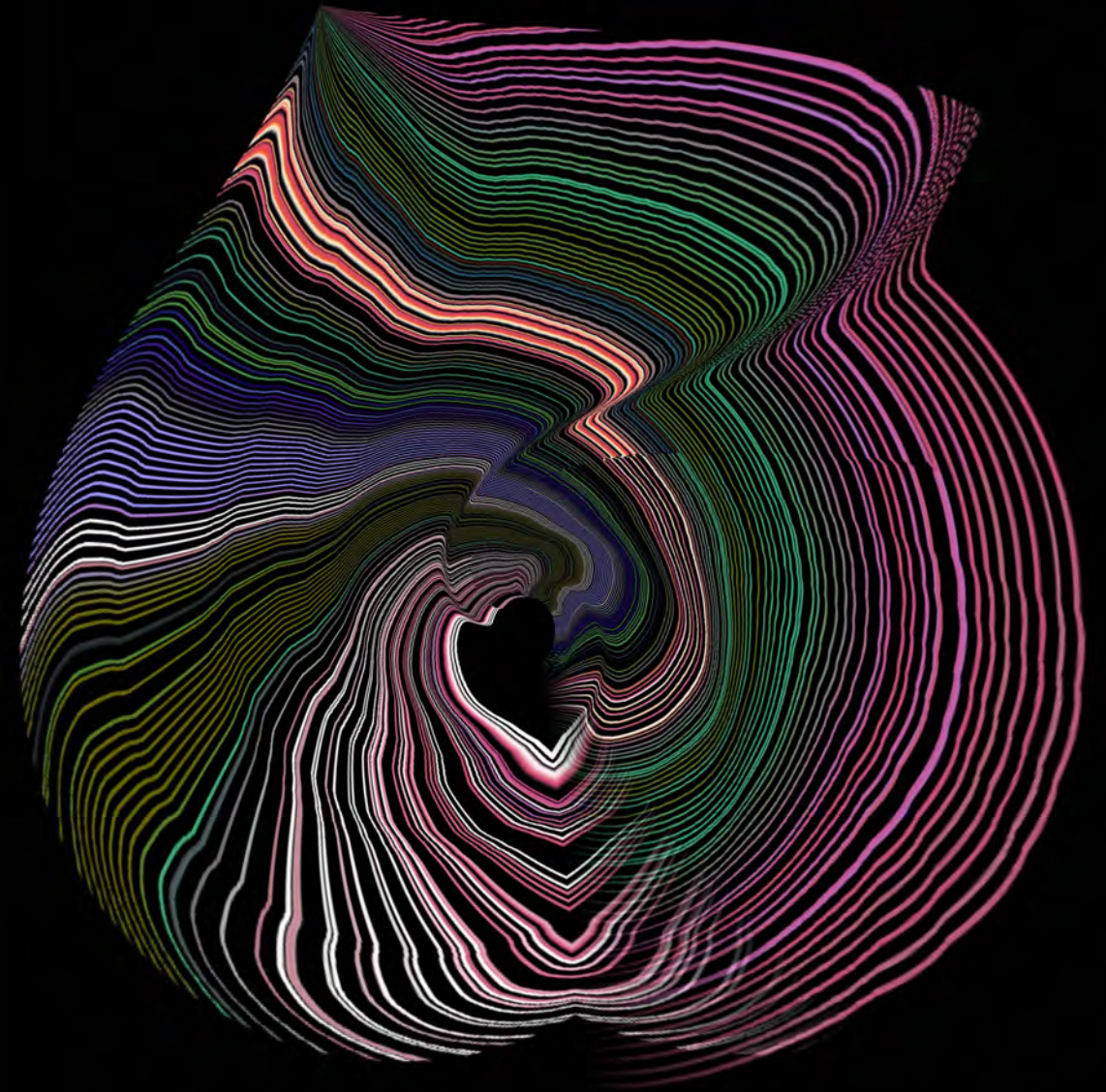
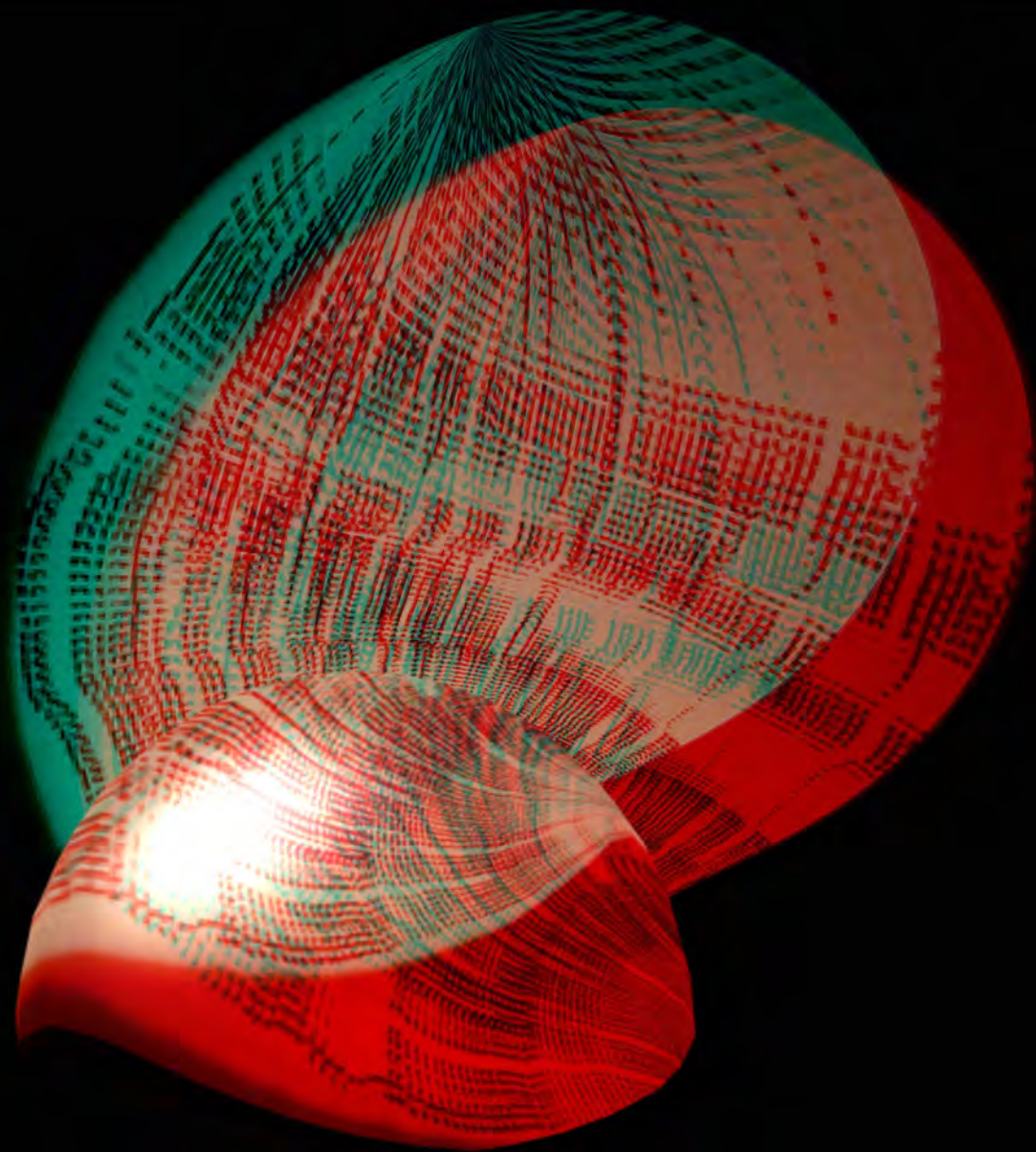
This more closely mimics the process that we have used in our own experiments.



INVISIBILITY
CULTURE
AND EXPERIMENTAL
THINKING.

AND EXPERIMENTAL
THINKING.

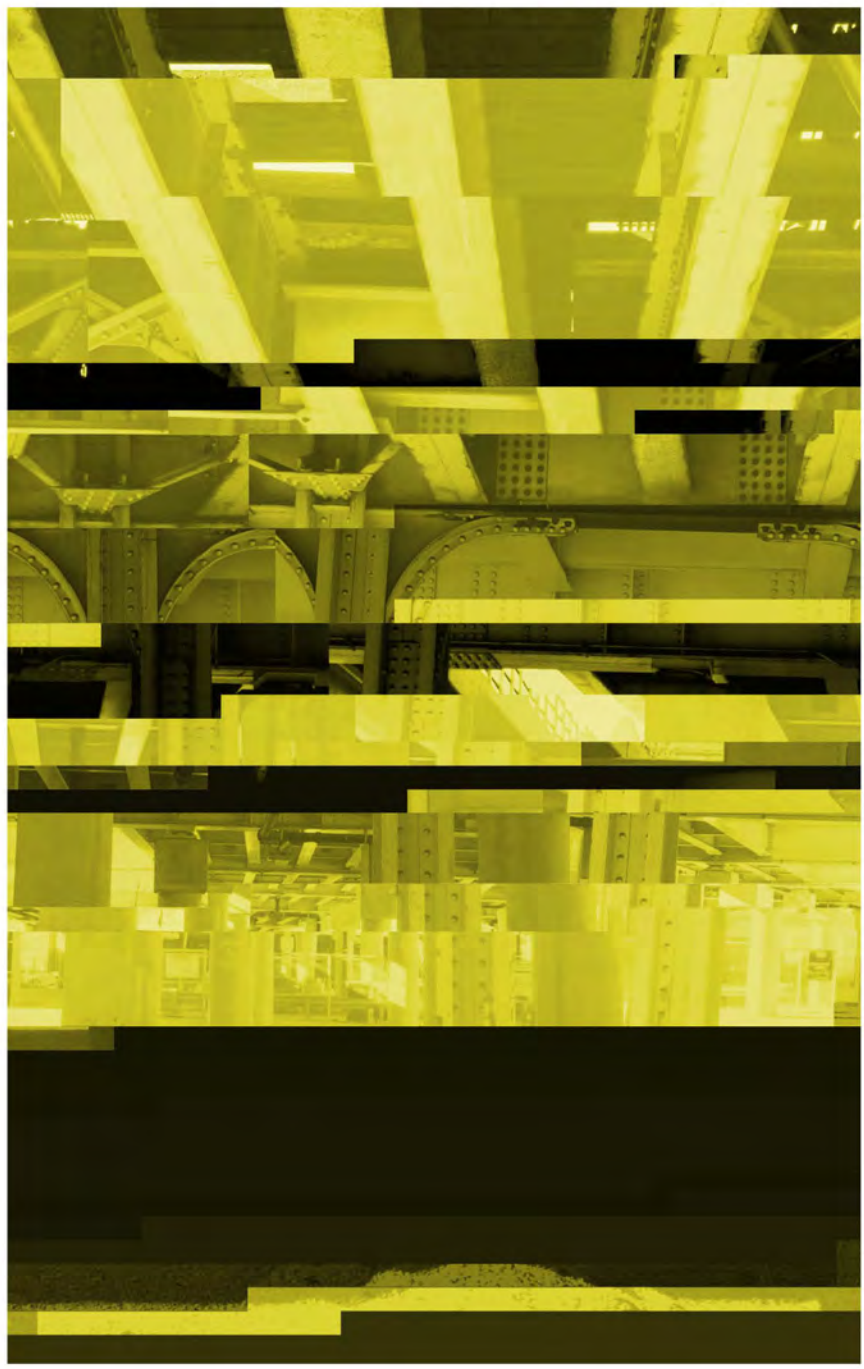
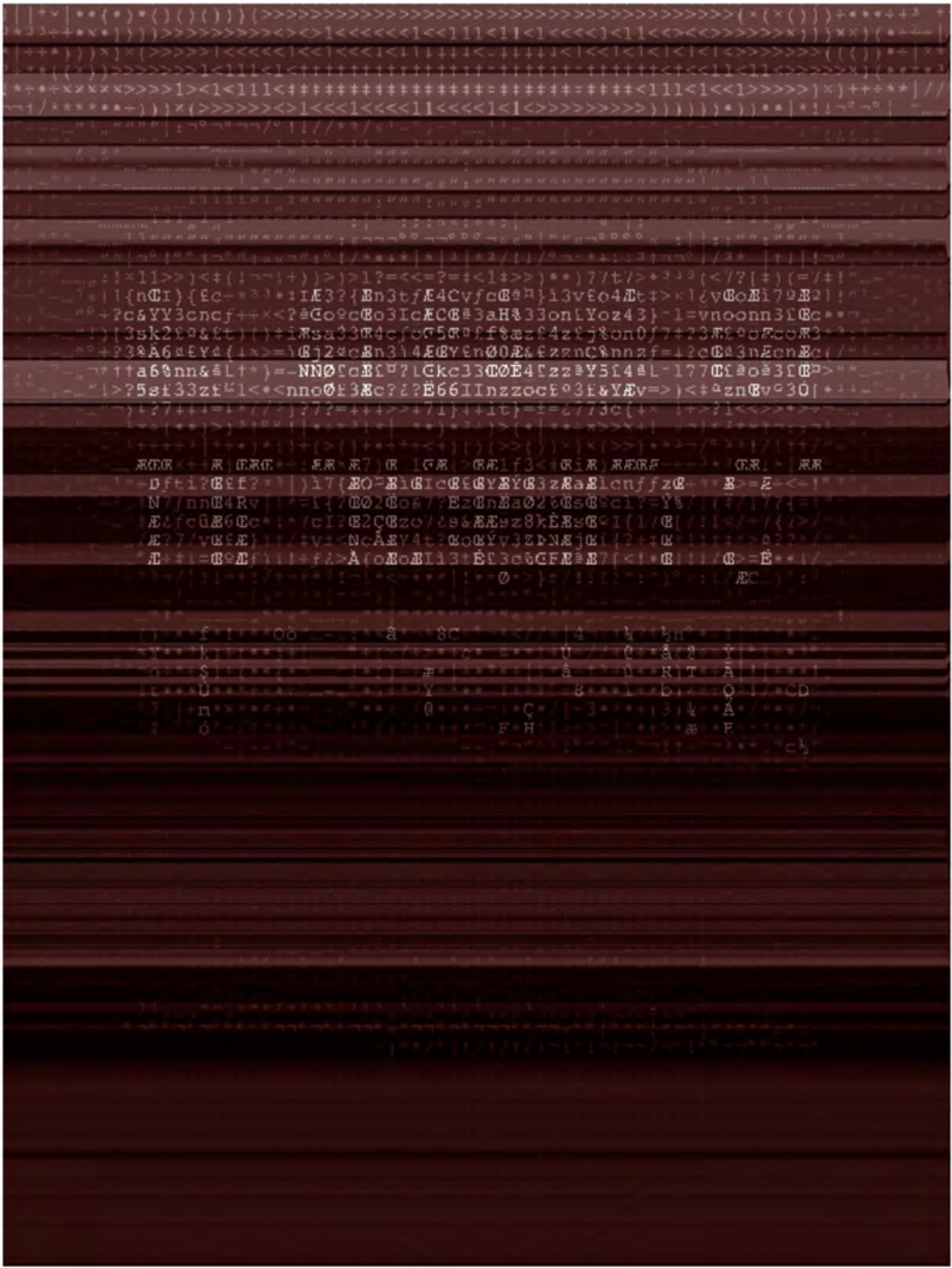


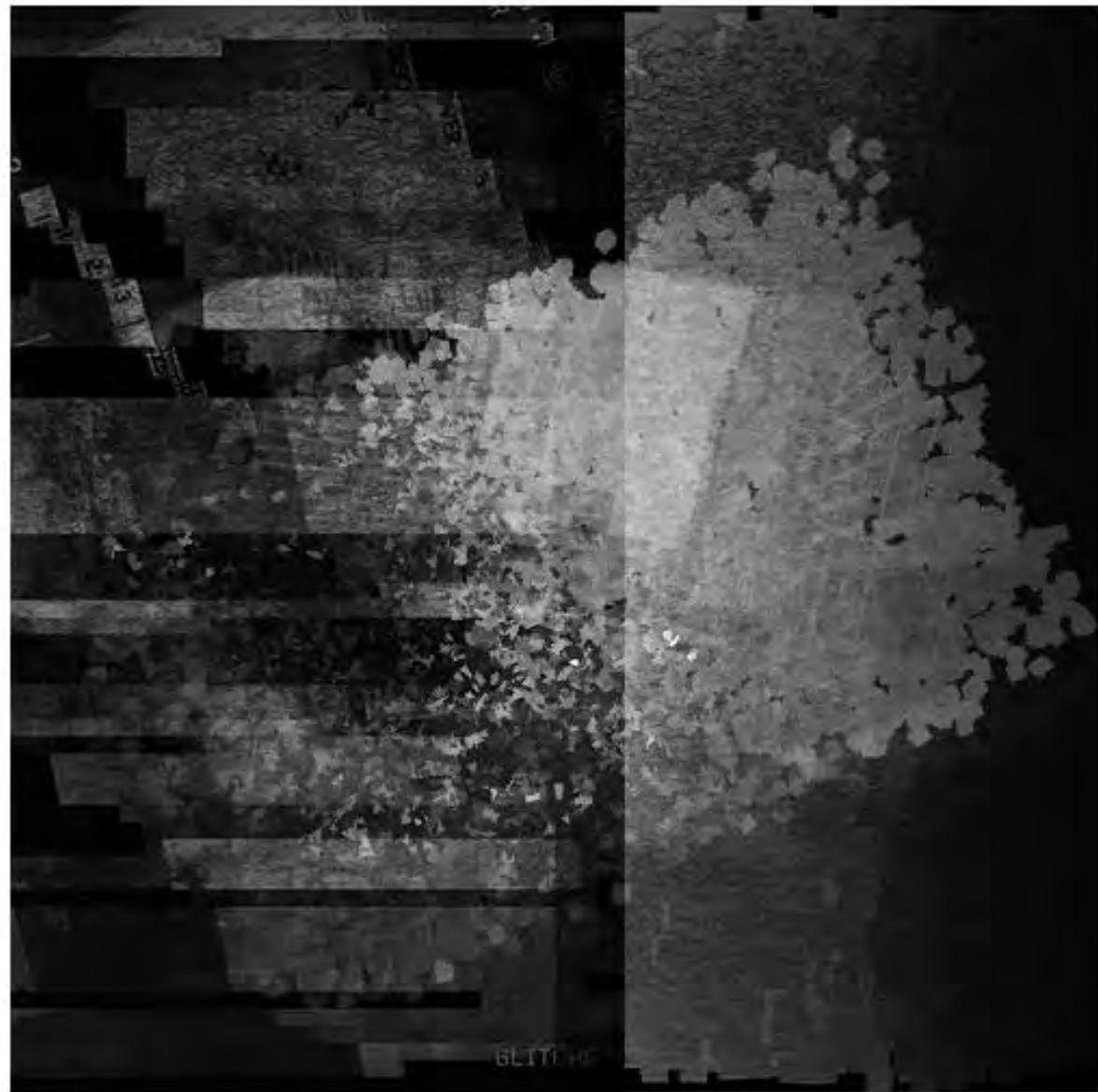
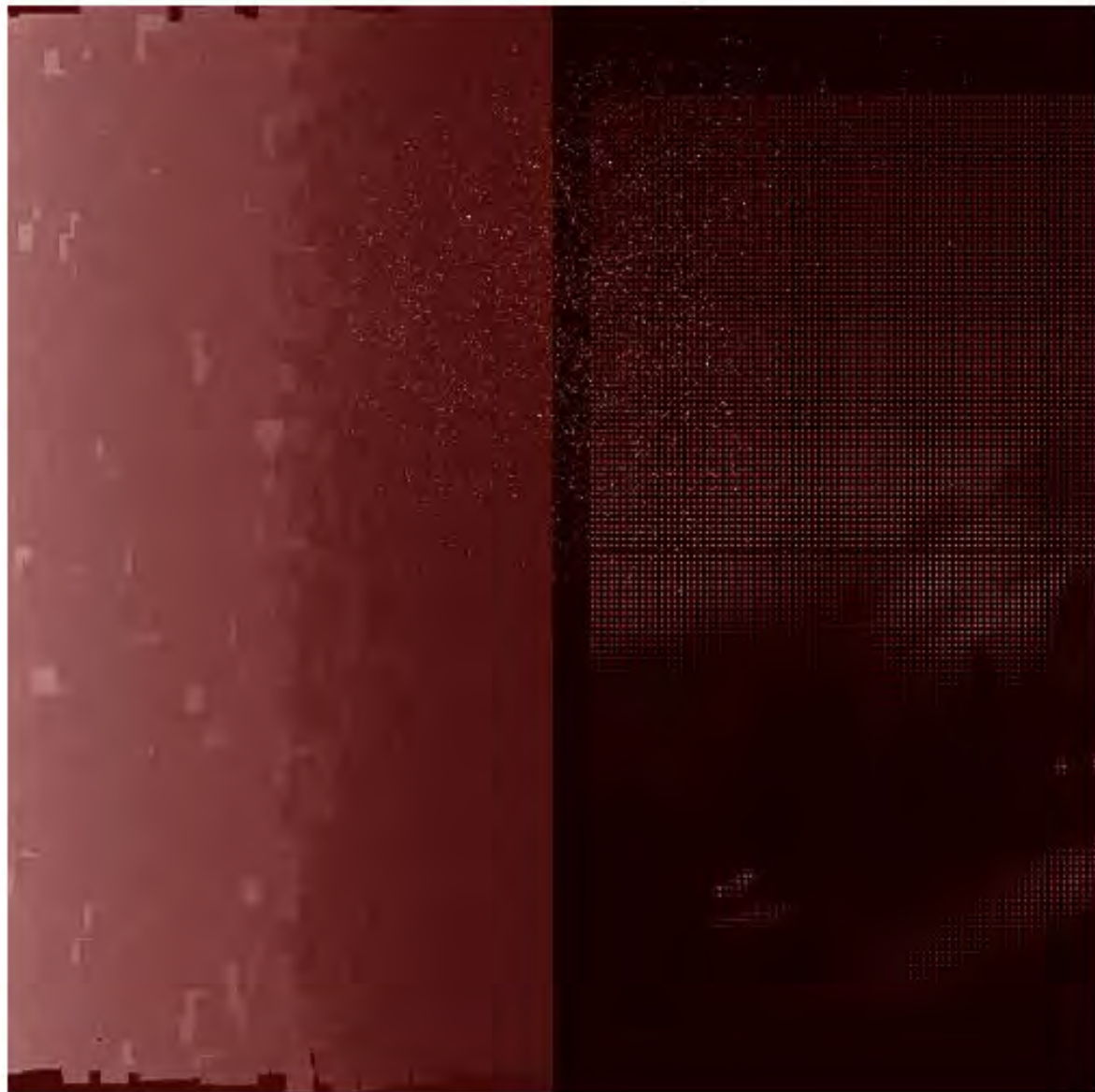


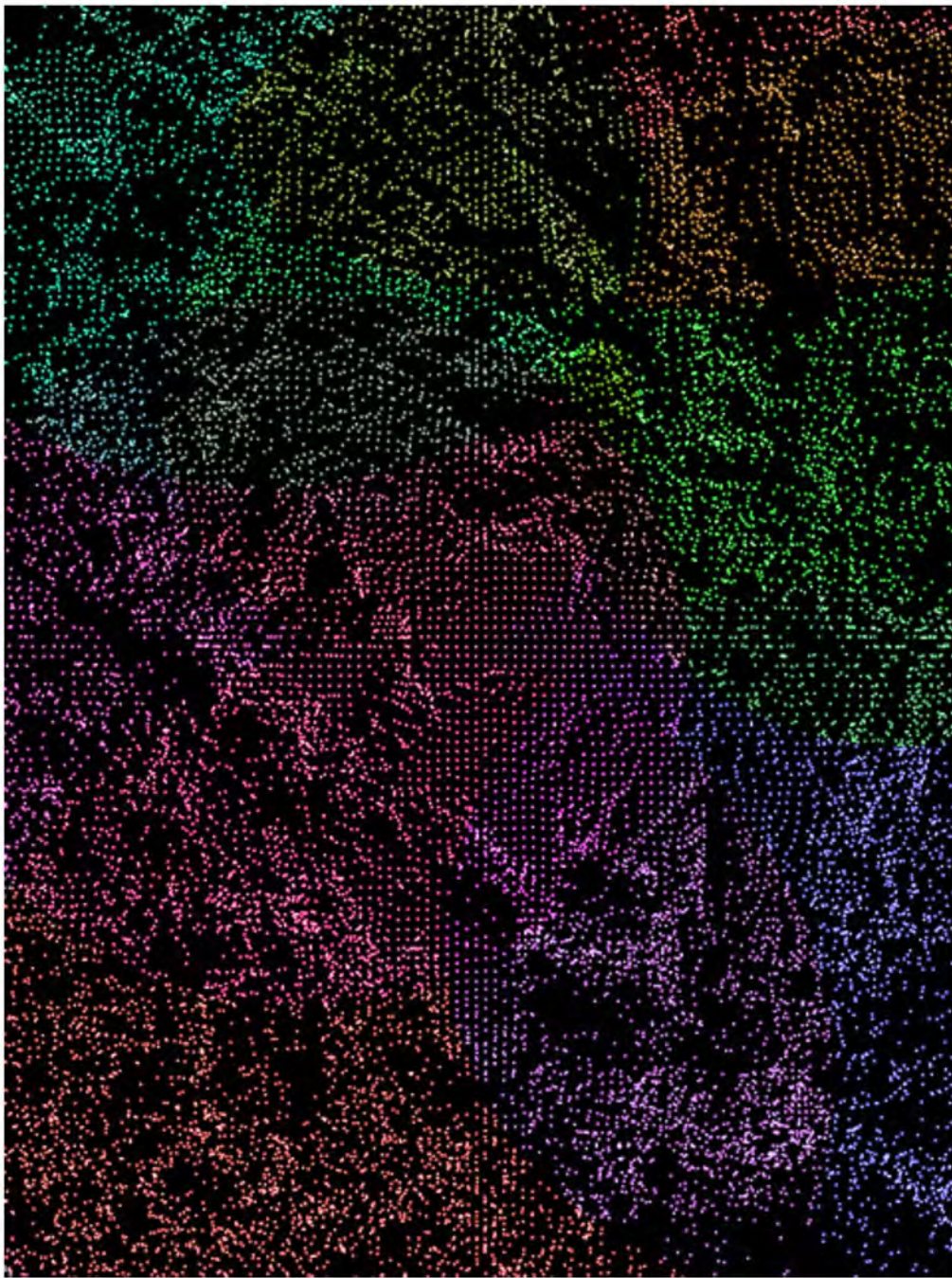
Further Manipulation

- For further image making work, students are asked to begin layering various images in photoshop.
- They are then asked to look at color variations:
 - Black and white
 - Grayscale
 - Monotone
 - Duotone (reverse curve)
 - Multicolor

Goal: This gives students the opportunity to take raw images and learn to manipulate them further into their own work through layering, transparency, collage and color.









ELEPHANT

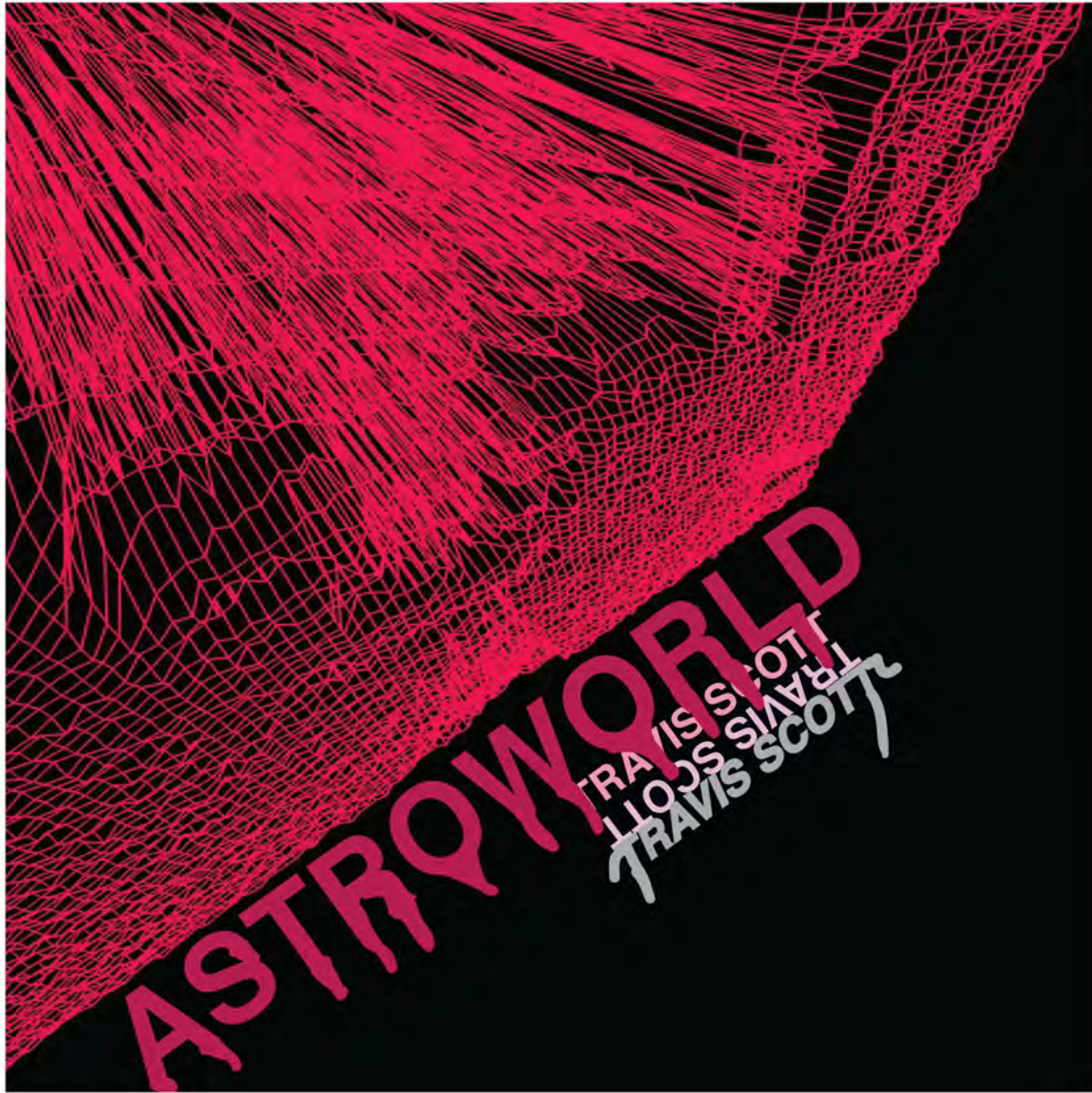
THE WHITE STRIPES



ELEPHANT

THE WHITE STRIPES

1. SEVEN NATION ARMY / 2. BLACK MATH / 3. THERE'S NO HOME FOR YOU HERE / 4. I JUST DON'T KNOW WHAT TO DO WITH MYSELF / 5. IN THE COLD, COLD NIGHT / 6. I WANT TO BE THE BOY TO WARM YOUR MOTHER'S HEART / 7. YOU'VE GOT HER IN YOUR POCKET / 8. BALL AND BISCUIT / 9. THE HARDEST BUTTON TO BUTTON / 10. LITTLE ACORNS / 11. HYPNOTIZE / 12. THE AIR NEAR MY FINGERS / 13. GIRL, YOU HAVE NO FAITH IN MEDICINE / 14. WELL IT'S TRUE THAT WE LOVE ONE ANOTHER

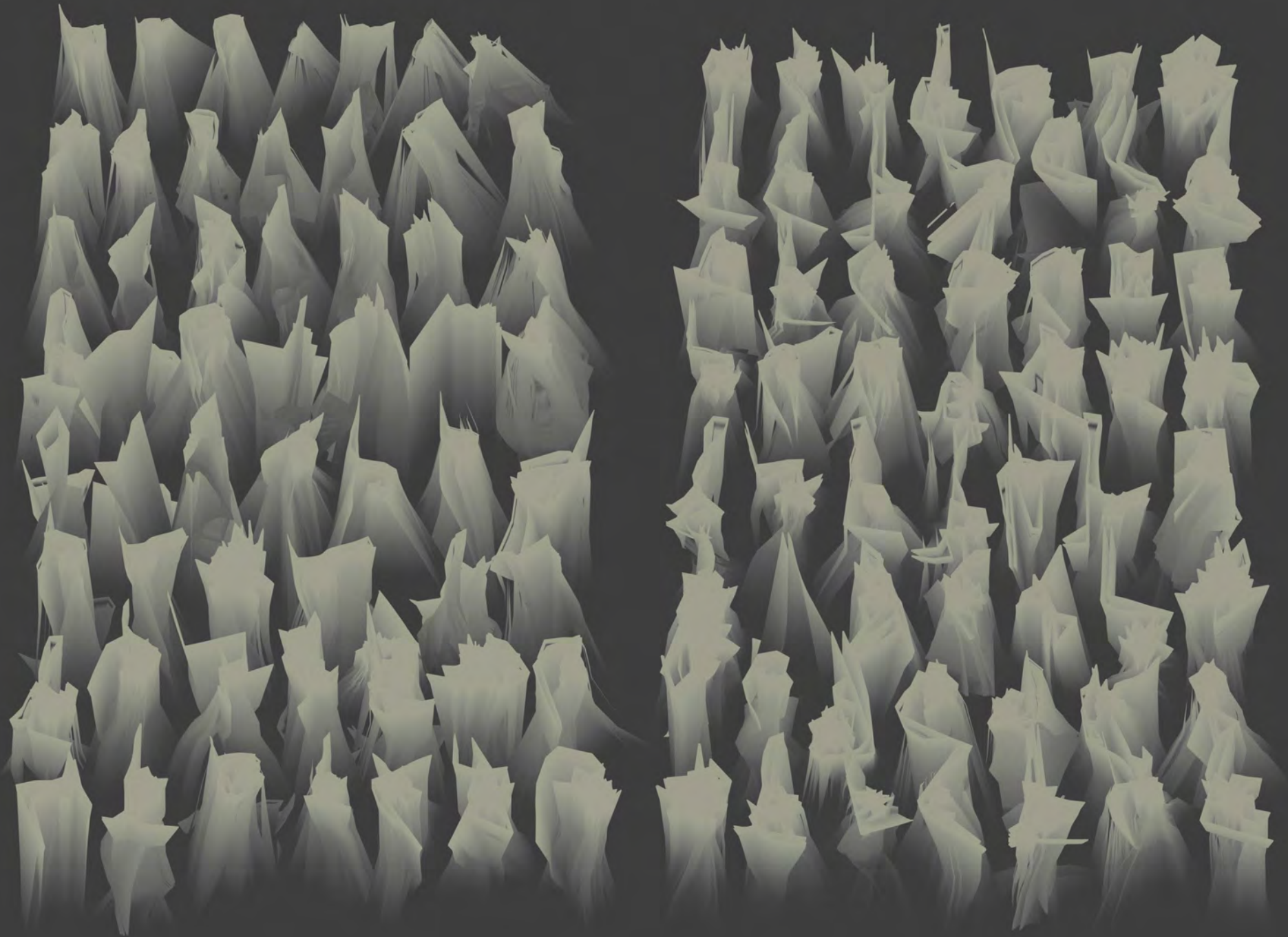


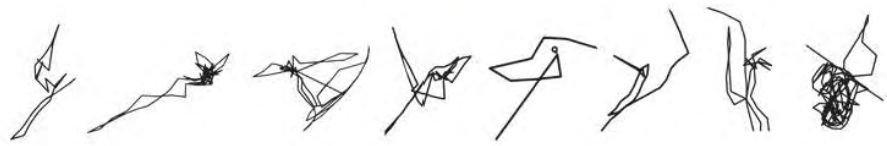


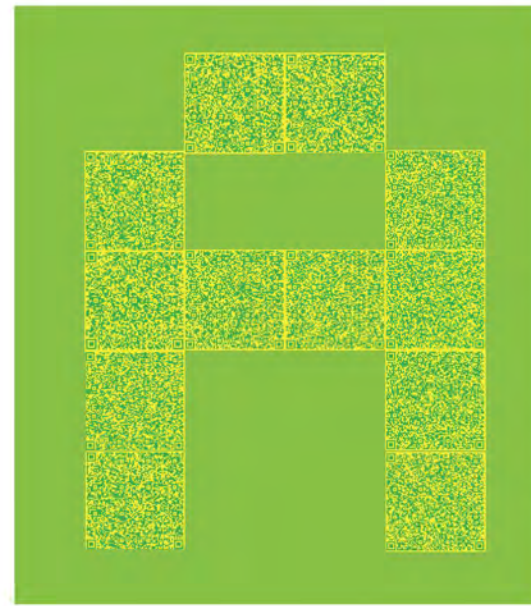
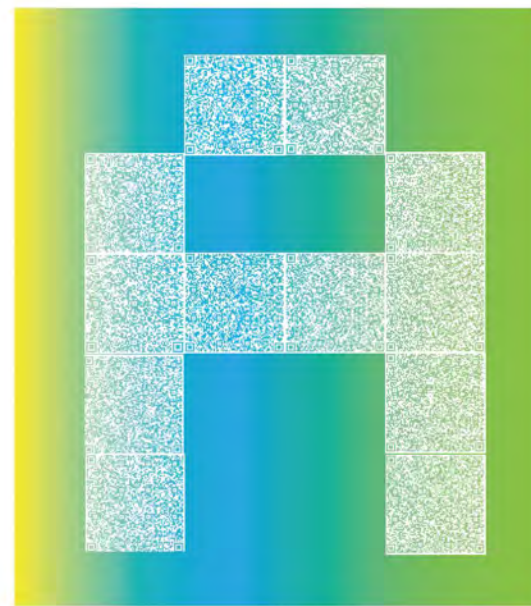
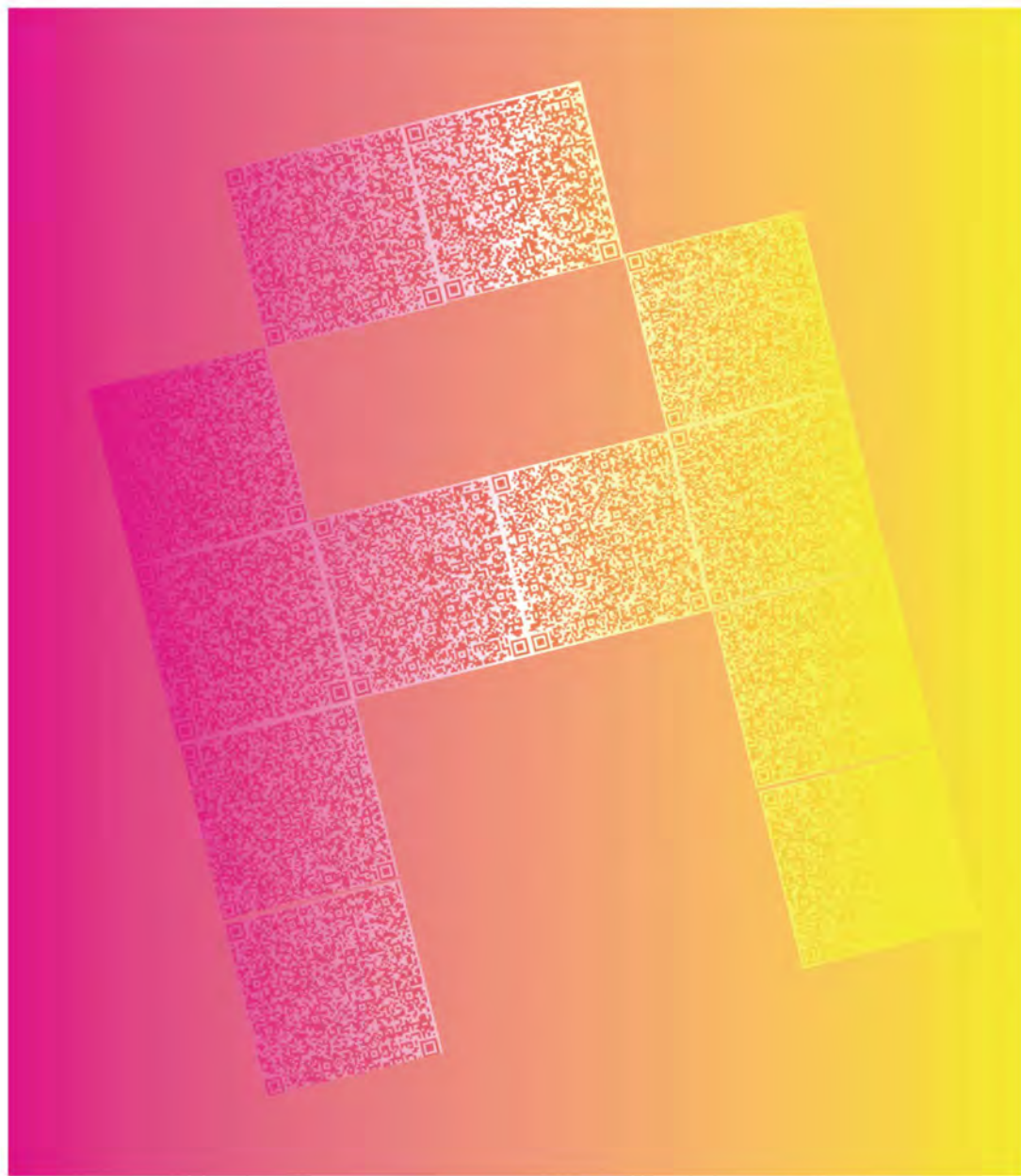
Our Work with the iPhone

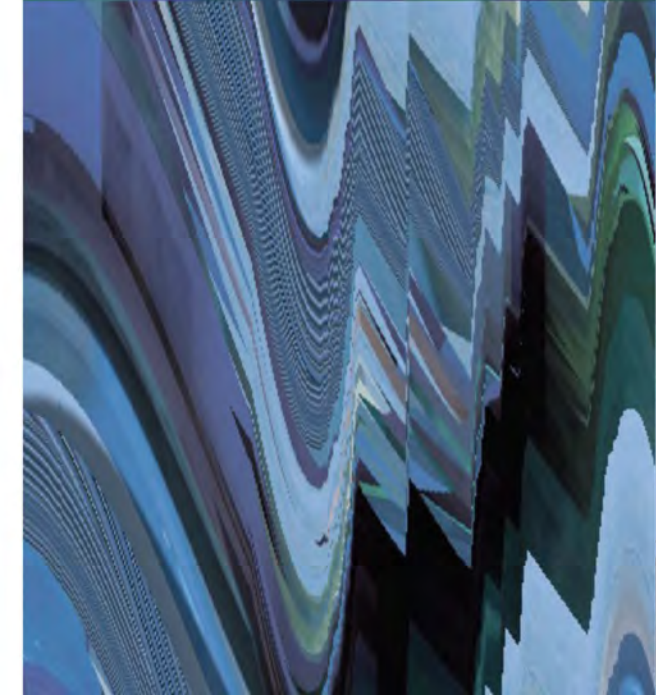
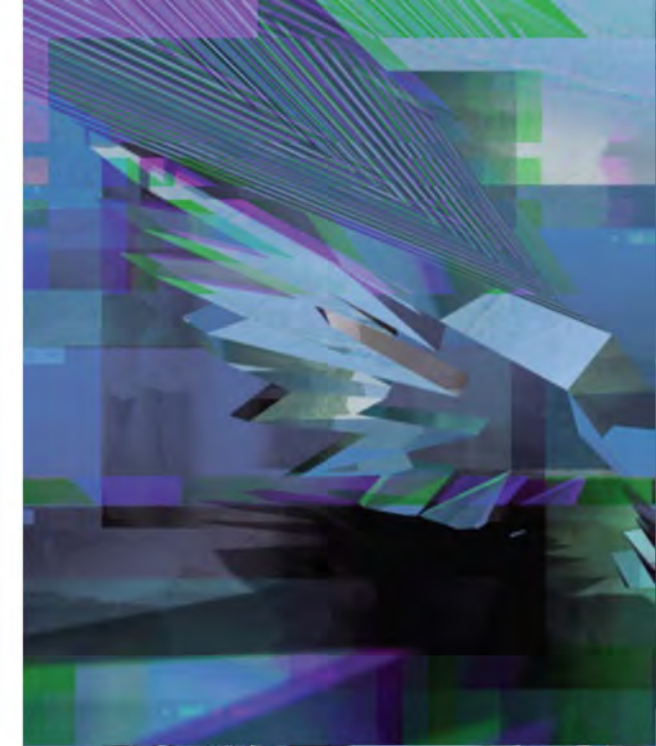
- Much of our interest in this process evolved from our own use of the phone as a creative tool and our continued exploration of this methodology will suggest ways to enhance and alter the ways we use the phone in the classroom
- We especially enjoy work that uses apps and data in unexpected ways.













What We Learned

What worked

- Students were very comfortable using their phones. The portability allowed them to do it at any time—much like a carried around sketchbook and pencil. They had no fear of the apps and really embraced abstraction, randomness and “mistakes”. They had no expectations.
- Having students combine raw images in photoshop and then look into color options was highly effective to learn further manipulation of their own work.
- Students said that they now look at everything as a means to make something “even a sponge, a broom, a flashlight.”
- Students said they now use their phone all the time in new creative ways and that now they look at how they can hack all kinds of tools.

What worked (Student Feedback)

Students liked experimenting with additive and reductive methods especially - it was a completely new experience for all of them. Many also really enjoyed the new experiences offered by creative apps.

- "Felt more hands on-cuz you are using your fingers. Extension of yourself."
- "Phone has become a different outlet for image making. Taking to a new level."
- "Fun and new"
- "Felt really fun and joyful – involves something we like-our phones we are familiar with it. The whole process felt open ended but safe. "
- "I Liked doing the color work on photoshop because I learned how to push it further."
- " I learned to get creative with the most taken for granted/obvious things. It is so easy to get abstract if you just don't think too hard and go with your gut."

What didn't work (Student Feedback)

“Certain aspects were frustrating. I like to draw so this felt really different but once I started making I could actually see my own mark even in the digital work.”

“Had hard time with how un-calculated it was whereas with photoshop you know where you going. I can see my process.”

What we will do next time

- Really push students to use other parts of phone (more so than just graphic apps)
- Encourage a set amount of combining images. In other words encourage manipulation through multiple apps - possibly with specific required number of apps (eg. make an additive image and then process it through 3 apps, 4 apps, etc.)
- More work with light (dark, bright, etc.) situations

The entrepreneurial side

- While students are working on this project, we encourage them to keep track of ideas they have while working – of tools, apps, etc. that don't exist but they would like to have.
- This teaches students they are entrepreneurial, broad creators and to not be limited by what is in front of them. It also reinforces the objectives of the project – that students can make whatever it is they don't already see in the world as long as they are creative about it.
- So while the project itself provides guided constraints so as to not overwhelm, they are still encouraged to think broadly and outside of their normal areas – into product and even business.

Conclusion/Next Steps/Get Involved

- Where is project going?
- How to get involved?
- Sample Projects
- Encourage to try
- Send sample work and your feedback (for future publication)
- Feel free to contact us:
 - heather.quinn@vcfa.edu



“If nothing else the years have taught me this: If there’s a pencil in your pocket, there’s a good chance that one day you’ll feel tempted to start using it. As I like to tell my children, that’s how I became a writer.”

– Paul Auster

Thank you student participants!

[Abdus-Saboor, Yaseen](#)

[Carter, Chyna](#)

[Delfin, Erik](#)

[Dobbs, Joe](#)

[Gilbert, Daniella](#)

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[Harris, Brandon](#)

[Hughlett, Jackson](#)

[Hynton, Hayley](#)

[Katz, Rebecca](#)

[Klawitter, Allie](#)

[Kowalczyk, Nicole](#)

[Law, Karen](#)

[Lee, Eunice](#)

[Madden, Finn](#)

[Milligan, Lydia](#)

[Niemczyk, Brad](#)

[Osofo, Mariangela](#)

[Powell, Sylvie](#)

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[Schulte, Hannah](#)

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Work by DePaul University, School of Design

Graphic Design 200, Spring 2017

Professor Heather Quinn